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ABSTRACT

This textbook is the first of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. Two stories divided into 10 units are provided. Topics covered include who, what, when, where, why, and how and possessives. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

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Book 1

ED293989

Read On! II

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QUESTIONNAIRE

To Tutors:

Read On! II is a revision of the original *Read On!* series (1978). The new edition is based on comments from users of the series and on new insights in the teaching of reading and writing.

LVA has a policy of soliciting comments from the people who actually use our materials. We use these comments in the revisions of our materials to make them even more effective. Therefore, we are especially interested in your answers to the following questions for future revisions.

1. Did you have literacy tutor training prior to using *Read On! II*? Literacy Volunteers of America ____ Laubach Literacy Action_____ Other_____ (name)_____
2. Have you used the 1978 *Read On!* series? Yes_____ No_____
3. Did you use *Read On! II* in one-to-one teaching_____ ABE drop-in_____ small groups_____ classroom_____?
4. Did you use *Read On! II* with school tutoring_____ ABE_____ library-literacy program_____ volunteer literacy program_____ other_____?
5. Did you use *Read On! II* with basic reading learner(s)_____ or English Second Language learner(s)_____ both_____?
6. What was the level of the learner(s) reading *Read On! II*?
   _____
7. What test did you use to establish the level(s)? _____
   _____
8. Was the amount of directions in *Read On II* too little_____ about right_____ too detailed_____ I already knew the procedure_____
9. Did the scripting in the first lesson of the book help? a lot____ somewhat____ not at all____ I already knew the procedure____
10. What changes in the directions/scripting/stories, if any, would you suggest?_____
    _____
11. Did you teach more than one unit per lesson? one unit_____ more_____ how many more_____
12. Did you use *Read On! II* as the whole lesson____ or as a part____?

13. Were the "Suggested Activities" useful? Yes_____ No_____
14. Can you suggest other activities for inclusion in the future?

    _____

    _____

15. Did you use the workbooks as integrated activities with the lesson? always_____ some of the time_____ never_____
16. What features did you feel were most helpful in *Read On! II* series? _____

    _____

    _____

    What features did you feel were least helpful?

    _____

    _____

    What features would you change?

    _____

    _____

To Learners:

1. Did you enjoy reading the stories in this book of *Read On! II* Yes_____ No_____
2. What story did you like best? _____

   _____

   What story did you like least? _____

   _____

3. Did you use the Workbooks with: your tutor_____ on my own_____ not at all _____.
4. Did you enjoy the workbook activities? yes _____ no_____ some of them _____
5. Which kind of workbook activity did you like most? _____

   _____

6. Which kind of workbook activity did you like least? _____

   _____

7. What other kinds of stories would you like to read?

   _____

Program Name and Address: _____

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A Sequential Reading Series
Book One

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The *Read On! II* series makes use of the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left-hand page and learner reading material on the right-hand were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for even beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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General Principles

Read On! II is a sequential reading series which makes use of the principles of modeling and assisted reading. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns.

If you are unfamiliar with these approaches, reading *TUTOR* (Colvin, Root, 1987) and *Tutoring Small Groups: Basic Reading,* (Ottoson, et al., 1985) will be helpful. Also, the *Read On! II Instructor's Guide* (Lawson, 1987) which accompanies the series explains these concepts in detail. The texts and workbooks contain step-by-step directions for teaching the lesson material. They also offer suggestions for alternative approaches.

A placement test is included in the *Instructor's Guide* which will help you find an appropriate starting book for learners so that a learner need not repeat material which is already known.

Directions are given in the *Instructor's Guide* for using the *Read On! II* series with conversational English (English Second Language) leaners.

General Directions
For Read On! II

Introduction

In this series, you will be using the traditional approach of teaching sight words in the context of the sentences in which they occur. These sight words will be used as the basis for phonics review and pattern instruction. All will be used to involve writing as an integral part of each lesson. Provide as much help as needed for learners as they read the sentences with you. You will be using this reading/assisted-reading approach as you expand into actual learner-generated stories in the other portions of your lessons.

The *Read On! II* series can be used with small groups of three to five learners, with individual learners or in a peer situation. The principles and practices are the same for each. At some point in the assisted reading exercises, you may feel more comfortable reading with individual learners or with two or three, but that is not absolutely necessary. Do whatever is comfortable and satisfying for your learners and for you.

Directions

Specific directions for the instructor appear throughout each textbook opposite the learners' pages. The following are general directions designed to give an overview of the activities which will occur in any given lesson.

Preliminaries:

Give the **Placement Test** which accompanies the series in order to place the learners in the correct book and to learn which if any of the consonant letters will need to be taught using the *Tutor Resource Sheets.* These sheets are intended for use with learners at the beginning levels in the series.

The following materials will be needed for lessons: pen with dark ink, 3 x 5 cards (either cut in half or quarters), notebook for each learner.

Procedure:

(1) Prepare for your lesson by reading the passage aloud prior to meeting with your learners.

(2) Read the whole story to the learners and then return to the first selection to begin the chapter-by-chapter instruction. (The "Poison Puzzle" is an exception to this as you want to read all but the final chapter.)

Be sure to read in phrases and not word-by-word to your learners. This modeling will lead to fluency in your learners' reading. Fluency aids comprehension. Remember, reading is getting meaning from the page—if the sentences haven't been understood, then they haven't been read. Without comprehension, boredom sets in and independent reading will not take place.

(3) In the **Setting The Context** portion of the reading selection, discuss the passage. There will be suggestions given in the Tutor's Directions on each left-hand page. This context setting is important because it allows the reader (you or your learners) to bring to mind the knowledge and expectations about the situation being portrayed and thus will aid in reading. Have the student handle the book, looking through it for illustrations and familiar words. See *Instructor's Guide* for comprehension development ideas.

(4) After discussion, read the chapter to your learners having them follow along silently. Tell your learners that you will read the chapter to them, and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

(5) After reading the chapter, teach the lesson's words in a modified language experience approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again with the learners.

Sight words from the story will be taught in the context of the sentences in the story.

If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

a) You have already read the whole story to the learners. You have also (step 4 above) read them the chapter upon which the next lesson(s) will be based. At this point you will read the unit under study. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.) Now, read the first unit again with you and the learners speaking at the same time. Your learners may be one beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. It might take a while to get accustomed to echo reading as we are not used to reading or talking in chorus.

b) Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the learner's page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it.

c) Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading).

[If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in unit. This general group-to-individual direction will hold for all the times the learners are asked to read the target words, a sentence, phrase or unit.]

d) Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time).

[If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learners' handwriting is too large for the words to fit on each card, have the learners write the words on a full card or in their notebooks as you write the words on the smaller cards for their use. It is important to have each learner writing from the first lesson.]

e) Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

f) Once all the sight words for that lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

g) Use the word cards in writing and game activites.

Word patterns also will be taught in the context of the story. Word cards will be made for each new word pattern learned.

[If you are unfamiliar with the concept of *word pattern* see *Read On! II Instructor's Guide* for a complete discussion and the "Scope and Sequence Chart" which lists those patterns taught in this series.]

a) Select a word containing the pattern you want to teach from among the sight words already taught.

b) Ask the learners to get their word card for the target pattern and read the word card to you.

c) The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat* [Write as you say the word. Make sure that each learner can see what you are writing.] what word is written if I change the *s* to *m*? [Write the second word under the first lining up the pattern as you ask the question.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce pattern in the following way: As you write, say "if this word is *get*, what is this word _____? Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern.

Example: "If this word is *make* what is this word? (fake), and this word? (rake). Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you know now that the -am in "am" has the same sound as -am in Sam, and jam and. . ." Read quickly through the list on the board or your paper to establish the rhythm and make it easier for the next word in the pattern to be thought of and suggested.

c) After you have gotten other suggestions and discussed the meaning of any of the obscure ones say "get your notebooks and write -am (or whatever the pattern is you're working with) at the top of the page.

"The - means that letters can be put in front of the *-am* to make a word." Let learners supply rhyming words; have them write them in their notebooks. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.]

d) Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

Phonics, the knowledge of consonant sound/symbol relationships, is checked during the lesson, but the actual teaching takes place at the end of the reading portion of the lesson and is based on the *Tutor Resource Sheets* which accompany the series.

a) Ask the learner to find a specific word card which they have already made for a sight or patterned word in the lesson which begins with the letter you want to check.

b) Ask the learner to read the word, and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is known, say "Good" and go on. If it isn't known, tell the learner the name of the letter and its sound in that word, note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

(6) After the direct instruction portion of the lesson **(sight words, pattern, phonics),** you will do **Assisted Reading** exercises which will give learners more practice in reading the words in context:

a) Read the passage to the learners again. This will put the pieces back together for them. Ask the learners to follow along as you read all the words, again reminding them to pay attention to words they will be able to read, that is, the words in regular type.

b) You and your learners (or an individual student) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

c) In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

(7) You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned.

(8) Each learner should keep a notebook of his or her writing activities.

(9) Expansion exercises are suggested at the end of each lesson, and in the workbooks which accompany each text. These are designed to allow each lesson to be tailored to individual learner's goals.

Vital Information for the Instructor

Watch your learners for signs of fatigue or boredom. Adjust to the individual learner's pace. If teaching more than one learner in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or, in later lessons, have learners work in pairs while you give assistance as needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners' capabilities and be able to adjust the instruction accordingly.

If a unit is not completed in one day's lesson, give the word cards just completed to the learners for them to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. In the next lesson, repeat the unit.

Much valuable home practice can be provided to the learners if you tape record yourself reading the passages. Identify each passage on the tape by title and page number. Give these tapes to the learners to use as review by following along in their books as you read the passages on tape they have been studying.

At the end of each textbook, there are expansion exercises for further activities to be carried out which will allow you to tailor the set vocabulary to the particular interests of the learners as well as giving writing and word identification practice.

Tutor Directions Chapter One

IMPORTANT: Read "General Directions" in front of book and "Vital Information for the Tutor" before proceeding.

Notes for Chapter One of **Poison Puzzle:** You will be given extremely detailed instructions for guiding the lessons in this chapter. This first chapter with its words to be learned might cover several lessons. Subsequent chapters might take less time. Use your judgment as to how much your Learners are able to absorb during the direct teaching (Sight Words, Pattern, Phonics) of a session and what will have to be reinforced in the activities.

Do prompt and reread to the Learners during the lessons. Writing assignments, games using the word cards, language experience activities and the workbooks are additional ways of providing needed repetition and reinforcement. The units can be read again and again during sessions. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. The units can also be suggested as home reading between lessons.

Recording the whole story (indicating chapter breaks) for the Learners to read along with will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the more beginning Learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for Learner responses.

Instructions

Setting the Context
Tutor—Look at the title of the story. [Point, read] It says The Poison Puzzle. What do you think the story might be about? [Wait for responses, discuss what puzzles can be]. Now look at the picture. What does it tell you about details in the story. [Wait for responses.]

Tutor—Because I've read the story, I can tell you that it is a story about a detective named Mack. Do you like to watch mystery stories on TV? What do you like or not like about them?

Learners—(comments)

Tutor—[Read the entire story on page 37 at this time (except for final paragraph) with Learners following along silently. Then come back to this point and begin the chapter-by-chapter reading and instruction.]

Tutor—Now, I'll read the first chapter of the story and you read along silently. Notice these words in regular type. These are the ones we will be studying in our next lessons. You might know some of them. [Read by sentences, phrases, finger sliding under words.]

1A Sight Words /is, Mack, and, I, am, a, on/
Tutor—The words we're going to study first are in the first unit of the story. You might already know some of them. I'll read first. Then you read the unit with me [echo reading].

Tutor/Learners—[Read the unit. Then, Learners repeat it with you, each using his/her finger to follow at speed in their books.]

Tutor—We'll study these words in the first unit. They will be a great help in reading the rest of the story. [Point to each word in regular type and say it as you point.] is, Mack, and, I, am, a, on.

Tutor—Now, you pick out the words and each of you read one. [If a Learner hesitates a long time, say the word while pointing to it.]

Learners—is, Mack, and, I, am, a, on

Tutor—Yes, **is, Mack, and, I, am, a, on.** [Quickly read the unit again. Put the sentence back together with the right intonation.]

Tutor—Now copy the words we're learning from the story on these separate cards. If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing.

Learners—(Learners copy the words.)

THE POISON PUZZLE

Chapter 1

Unit IA

My name is Mack and I am a **police detective. Right now I'm hot** on a **case that sure has me puzzled.**

/is, Mack, and, I, am, a, on/

Tutor - Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners—is, Mack, and, I, am, a, on

Tutor—0.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through the card collection three times.

Learners—(Read the words in order given by the tutor.)

Tutor—0.K. Now, I'm going to build a group of words. You read them after me. [Use the cards and build the word group **I am Mack,** read it, and have the Learners read it after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. In this first example, all the words happen to be one syllable, but the same procedure holds throughout the instruction in the books. READ IN MEANINGFUL UNITS.]

Learners—(Read)

Pattern /-am/
Tutor—Now we're going to learn a way for you to learn to read and write a lot of new words just from knowing one word. Get your word card for **am.**

Tutor—If this word is **am** [write **am**], what is this word? [Write jam on a sheet of paper, in a notebook or on a blackboard so that the Learners can see what you are writing as you say the words. If the Learners don't respond, say the word, point to the first word **(am)**; say it. Point to the new word; say it.]

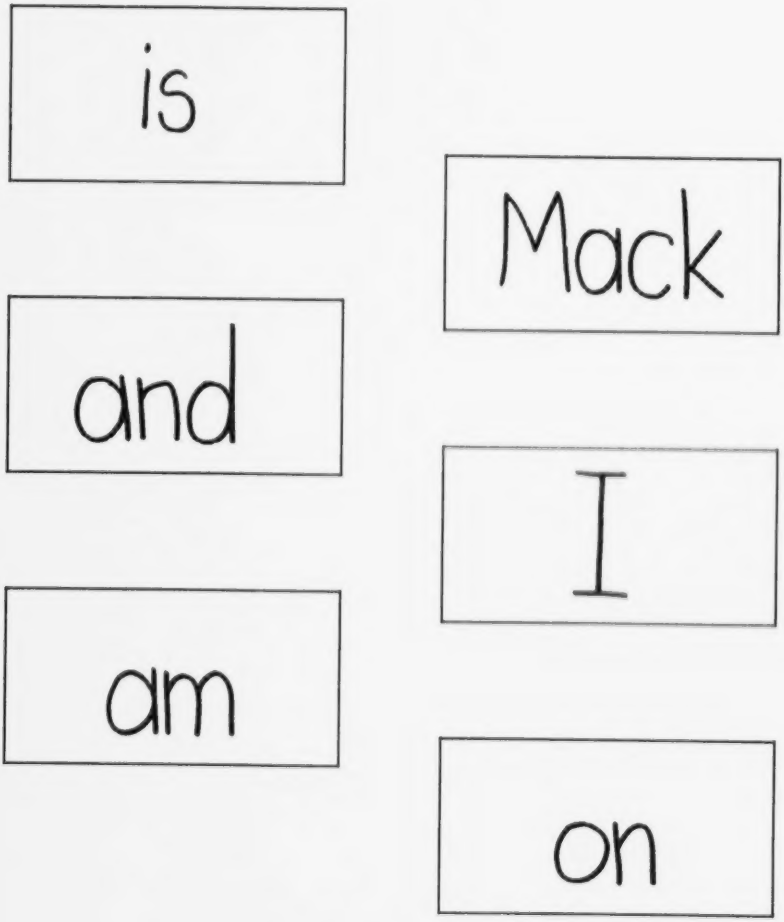
Tutor—Right. [Write words under each other so that the pattern lines up. Wait for Learners response.] And say "If this word is **am,** and this word is **jam** what is this word?" (Sam)

Learners—Sam

Tutor—Right! We're going to make a list of all the words you know and now will be able to read because you know that the **-am** in **am** has the same sound as **-am** in **Sam,** and **jam,** and. . . I'll write down these rhyming words as you say them.

Learners—(provide additional words)

Your word cards might look like this:



Tutor—[Write the new words on your sheet, lining up the patterned portion; ask for the meaning of the words as they're given.] OK. Look at these words, read them with me. They're the ones you told me. [Read] What part of the word stays the same?

Learners—the am or the a-m part

Tutor—Right, the **am** is the pattern in these words. It looks the same and sounds the same in each of the words in the **-am** pattern list.

Get your notebooks and write **-am** at the top of the page. The - means that letters can be put in front of the **-am** to make a word. [Let Learners supply additional rhyming words; have them copy words from group-generated list into their notebooks. Ask them in turn to tell you a word in pattern and to put it in a sentence. Treat it as a game!]

Learners—(Work on lists in notebooks, reading each word, putting each in a sentence.)

Phonics /m/

Tutor—Find your word card for **Mack.** What letter does it begin with?

Learners—m

Tutor—Right. What's the sound of **m?**

Learners—/mmm/

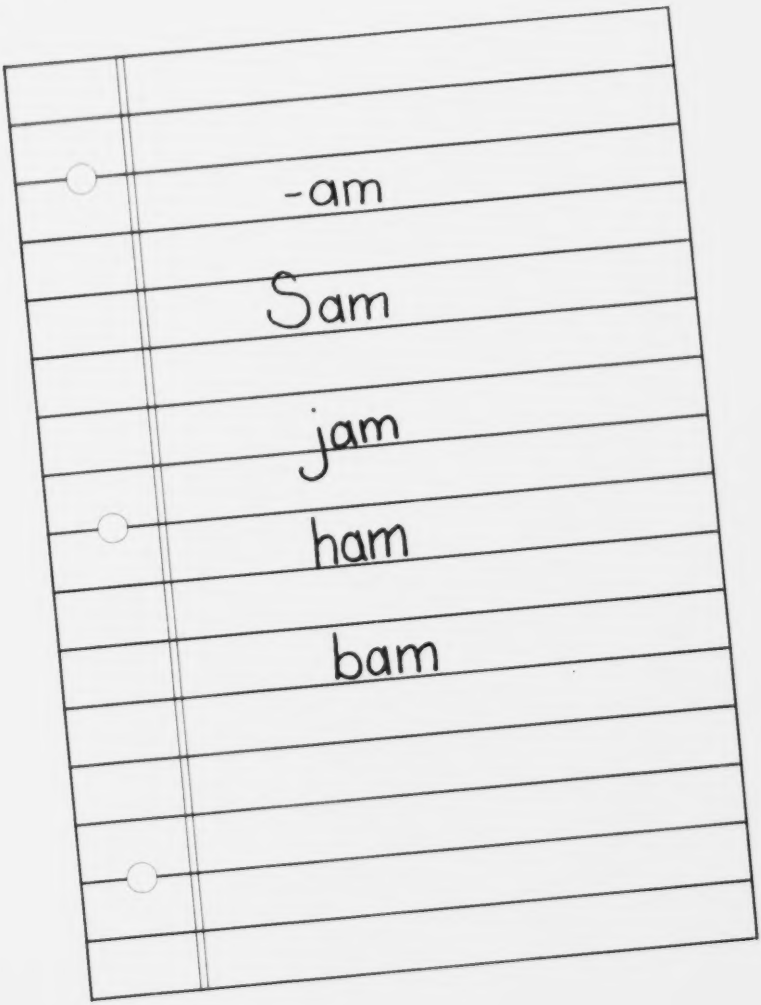
Tutor—Yes, **Mack** begins with **m.** This is a capital **M.** Capitals are used in the beginning of names and sentences. [If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 1B.

Your notebook pattern page might look like this:



Plus any other words in the pattern you want.

IB Sight Words /it, the, car, road, sound,/
Tutor—Now I'll read the sentences in Unit IB. Then you and I will read them at the same time [echo reading]. [Read] Here are the new words you're going to learn: **it, the, car, road, sound.** [Point to the word as you say it.] Copy each word on a word card, saying each one as you write it. (Learners— write, say)

[Teach sight words as shown above or see the *Read On! II Instructor's Guide* — review/mixing the order of the cards/making phrases or sentences with cards such as: **The car is in the road. It is Mack's car.**]

Pattern /-ar/
Tutor—Get your word card for **car.** [Write **car** on a sheet of paper in a notebook or on a chalkboard that all the Learners can see.] If this word is **car,** what is this word? [Write **bar** as you say the word. Write words under each other so that the pattern lines up. Wait for Learner's response.] And this word? (**far**)

What other words can you make just by replacing the beginning sound of a word? I'll write them down as you tell me, then we'll read them together. [Write, ask for meanings]

Learners—(Try other sounds)

Tutor—Look at the list of words that we've come up with. [Read the list quickly] What is the same in all the words? [Accept either **a-r** or **ar**] Right, the **ar** part stays the same. We say these words rhyme because they all have the same ending sound. Listen. [Read the list again quickly.] Read the list with me. Can you think of any other words that are in that rhyming pattern — that sound the same? [Discuss whether or not the words/syllables given are real or nonsense words. Treat it as a game—a learning game.]

Get your notebooks and write -ar at the top of the page. Make a list of all the words you know in the -ar pattern. [Have Learners write the words in their notebooks. Ask them to make a sentence for each word.]

Phonics /s/
Tutor—Look at the word **sound.** What letter does it begin with? [Wait for Learner response.] What's the sound of **s**? [Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Unit IB

It is a **terrible night to be outdoors. The wind** is **howling** and a **cold rain blows against** the car **window.** The **rain makes** a **rap-a-tap** sound **when** it **hits** the car **roof. My** car **digs into** the **two ruts in** the road **up to its hub caps.** The road **juts up to** the **bottom of my** car and **almost stops** it.

/it, the, car, road, sound/

IC Sight Words /at, was, who, but, found/
Tutor—I'll read these sentences, then you read with me [echo reading].

Tutor—These are the words we're going to study: **at, was, who, but, found.** [Point to each word as you say it.] Copy them on word cards, saying each one as you write it.

Learners—(Write, Say)

Tutor—[Teach sight words with cards as you did above—review/mixing the order of the cards/adding word cards of previously learned words/making phrases with cards such as: **Who but a man. . .Sam was found.**]

Pattern /-at/
Tutor—Now we'll learn some words in the **-at** pattern. If this word is **at,** what is this word? [As you speak, write **at** on a chalkboard, on a sheet of paper that the Learners can see, or on a easel pad, etc. Wait for Learners' response.] And what is (**sat? mat?**)

Now, write **-at** at the top of a page in your notebook. Under it write **mat;** under that write **sat,** lining up the **-at** part of the words. [Read words quickly] What other words that rhyme with **at, cat,** and **sat** can you add to our list? [Accept any other words in the pattern that they suggest. Discuss meaning.]

Phonics /f/
Tutor—Look at the word **found.** What letter does it begin with?

Learners—f

Tutor—Right. What's the sound of **f**?

Learners—/fff/

Tutor—Yes, **found** begins with **f.** Did you notice that **found** rhymes with a word you've already learned —**sound**? [If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit IC

Who but a **detective would come up this** road on a **night like this? But** I **have** a **good reason.** I **look** at the **map that will lead me to** the **house up ahead. Mr. Lake, who owned** the **house**, was **dead.** The **lab had** found poison in his stomach.

/at, was, who, but, found/

Unit 2

Setting the Context
Tutor—[Quickly read the previous chapter to Learners.] In the next part of the story, we'll learn more about what happened the night Mr. Lake died. When you have more information, you'll be able to make some guesses. (Discussion) [Tutor give positive responses] I'll read the next chapter and you read along silently. [Read by sentences, phrases, finger sliding under words.]

2A Sight Words /in, he, what, up, and/
Tutor—I'll read Unit 2A again. Then you read aloud with me [echo reading]. [Read] The next words we're going to study are **in, he, what, up, and.** [Point to each word as you say it.] Copy them on word cards, saying each word as you write it. [Wait for Learners to write and say target words. Teach sight words as you did above—review/mixing the order of the cards/adding word cards of previously learned words/making phrases, sentences with cards such as: **I am in the car.**]

Pattern /-up/
Tutor— Get your word card for **up** and read it. (Learners read **up**) [Teach words in the **-up** pattern.] If this is **up,** [As you speak, write **up**] What is this word? (**cup**) [Write and wait for Learners' response.] And what is this word? (**pup**) [Wait for Learners' response.]

What other words can you make that rhyme with **up** [Read the list quickly] **up, cup, pup**. . . ? (Learners try other sounds.) [Accept words, question meaning of words, ask for each word suggested to be put in sentence.

Get your notebooks and write **-up** at the top of the page. Now write the words you know in the **-up** pattern under the **-up.** [Let Learners copy from group-generated list, adding any new rhyming words and writing them in their notebooks. Ask them to write a sentence for each word for homework.]

Phonics /p/
Tutor—[Have Learner get word card for **up.** Ask for the name and sound of the second letter in **up.** Wait for Learners response. If the Learners don't know the consonant, tell them and have them repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Chapter 2

Unit 2A

I **pull** up **between two trees, cut off my engine** and **sit** in the car, **thinking. I go over** in **my mind** what I **know about** the **case.**

/in, he, what, up, and/

2B Sight Words /they, friends, went, man, before, after, poison, be/
Tutor—I'll read Unit 2B. You read silently with me. [Read] 0.K. Now we'll read it aloud, speaking at the same time [echo reading]. These are the words we're going to study: **they, friends, went, man, before, after, poison, be.** [Point to each word as you say it.] Copy them on word cards, reading each one as you write it. [Wait for Learners to write and say target words. Teach sight words with cards as you did above—review/mixing the order of the cards/adding word cards of previously learned words/making phrases with cards such as: **I am a man. They are friends.**]

Patterns /-an/
Tutor—[Teach pattern **-an** using the sight word **man** from word cards. Have Learners read the word card, and read words as you say and write them in a column with the pattern portion lined up. Learners identify the similiar parts of the words in the list.]

If this word is **man,** what is this word? (**can, ran**) [Let Learners supply other rhyming words. Have Learners write them in their notebooks, making a sentence for each word.]

Many of these patterns you are learning also are part of longer words. **Man** is part of **management, up** is part of **upset, car** is part of **carburetor.**

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Unit 2B

The **night** the man **died,** he and **his wife** had friends in **for** the **evening.** They **all** sat **around talking. Soon** after the friends went **home**, the man **became ill,** and he **died** before **morning.**

/they, friends, went, man, before, after, poison, be/

2C Sight Words /had, Mr., Mrs., said/
Tutor—I'm going to read Unit 2C. Then you read with me, speaking at the same time [echo reading]. [Read]

Tutor—[Read the target sight words in the story, pointing to each as you say it.] Write each word on a word card, saying each one as you write it. [Wait for Learners to write and read target words.]

Mr. is the way we write **Mister.** We write it with a capital letter **M** and a period at the end. We write **Mrs.** with a capital letter **M** and put a period at the end. For women who do not want to use a title which indicates if they're married or not, we write **Ms.** —with a capital letter and a period after the **s.**

Pattern /-ut/
Tutor—[Teach **-ut** using the word card for **but.** Have the Learner find and read **but.**]

If this word is **but,** what is this word? (**cut, rut**) [When teaching pattern words always write the word as you say it, pause for Learners' response, write, repeat the word. Read the list quickly, ask for additional words (parts of words). Ask if the words are real or nonsense. Ask Learners to make a sentence for each word. Ask them to write the pattern in their notebooks.]

Phonics /b/
Tutor—Get your word card for **be.** What letter does it begin with? [Wait for Learner response.] What's the sound of **b**? [Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read) Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together. You read the words you know and I'll read the others [shared reading]. [Read]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 2C

The man's **wife** was the **big suspect** in **this case.** Mr. **Lake** had a **big life insurance policy. When** he **died, his wife** would **get** the **money.** She had **mixed his drinks all evening.** The friends at the **party** said they had **watched her make** the **drinks. Everyone ate** the **snacks** but **only** Mr. and Mrs. **Lake drank, so** the poison had **to be** in the **drinks.**

/had, Mr., Mrs., said/

Setting the Context
Tutor—[Read previous chapter, discuss what is known up to this date. Talk about new unit: "Now we'll hear more about the night when Mr. Lake was poisoned. We'll find out who Mack suspects, too."] (Discussion) [Give positive response. Follow process of reading to Learners by sentences, phrases, finger sliding under words.]

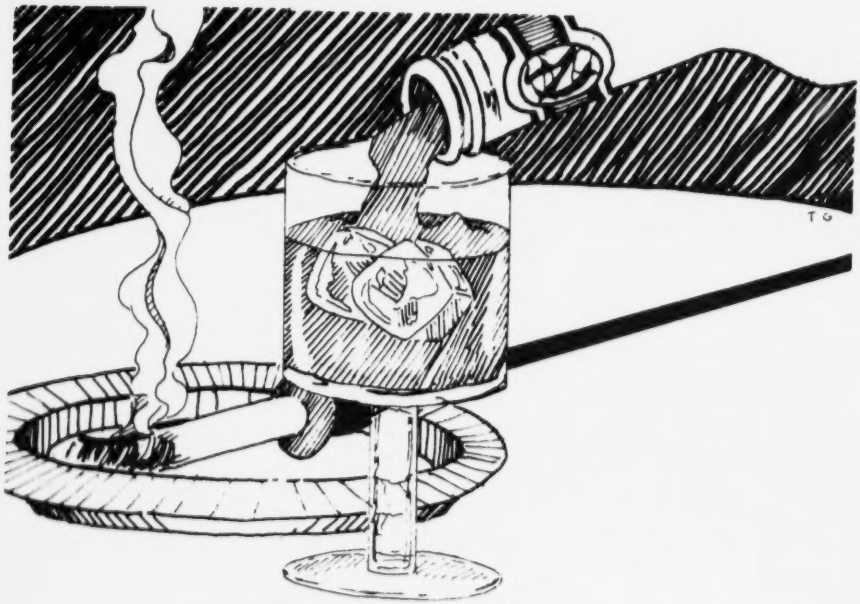
3A **Sight Words** /that, she, talked, his, when, hers, in, ice/
Tutor—[Read sentences. Then Learners read with you. Point to each target word as you say it. Learners copy words on word cards, saying each one as written. Teach sight words as you did previously—review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Mr. Lake went in.**

Phonics 1 /t/
Tutor—[Have Learners get word card for **talked;** ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Phonics 2 /l/
Tutor—[Point to **Lake;** ask for name of first letter; then sound of first letter. Wait for response. If the student doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Pattern 1 /she, he, me, we, be/
Tutor—[Remind Learners how learning by pattern works — **up, cup, pup.** Teach **she, he, me, we, be** as a patterned, rhyming set.] If this is **she,** what is this word? (**he**) and this word (**me**) etc. [As you speak, write the word. Ask for other words in that pattern. Accept any words, syllables. Check to see if Learners know meaning of words they suggest. If the Learners suggest syllables in the pattern, circle or highlight them in the words the Learners mention.]

Learners—(Write words in notebooks.)



Chapter 3

Unit 3A

The friends **noticed** that Mrs. **Lake** would **drink** up **as soon as** she **poured** the **drinks.** Mr. **Lake** talked a **great deal** and **still** had **most of** his **drink** a **half hour later.** When he **finished, Mrs. Lake** would **put more ice** and **more to drink** in **both glasses,** but hers **would** be **gone again** in a **few minutes.**

/that, she, talked, his, when, hers, in, ice/

Pattern 2 /-ed/
Tutor—Find the word card for **talked.** What are the last two letters of **talked?**(ed) When we see **-ed** at the end of a word, we know that it happened in the past. Let me give you an example. [Write the target words **— talk, talked** — as you speak.] I talk to my mother every day. **I talked to my Dad last week.** Give me a sentence that uses -ed [If no response, continue to give examples. Have Learners write **-ed** on a word card, point out that this is a part of a word and will be useful in their writing.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Adding -ed

talk	talked
walk	walked
ask	asked
answer	answered
question	questioned

3B Sight Words /did, if, why, how, answer, woman/
Tutor—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading).]

Tutor/Learners—[Point to each sight word as you say it. Learners copy on word cards, saying each one as it is written. Teach sight words with cards as you did above—review/match to story/mix the order of the cards/add word cards of previously learned words making phrases/sentences with cards such as: **If he did talk. Why did she answer?**]

Pattern 1 /-in/
Tutor—[Teach words in the **-in** pattern.] If this word is **in,** what is this word? (**fin, sin, tin**) [As you speak, write the word. Wait for Learners' response after each word.

Have Learners suggest new words; accept any word, syllable as part of word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-id/
Tutor/Learners—(Learners find the word card for **did** and read it aloud.) [Teach pattern **-id** as above (**bid, lid, Sid**).]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 3B

But Mrs. **Lake drank more than** Mr. **Lake** did. If the poison was in the **drinks,** why **wasn't** she **dead too?** How could I **prove** that she was **guilty of murder** and win the **case?**

All at **once** I **have** an **idea.**

Of course! Why **hadn't** I **thought of** that before? **That's** it—it was in the **drinks.** That woman is **guilty** up **to** her **ears!**

/did, if, why, how, answer, woman/

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Mack has found the answer to his case! At the end of this unit, you'll have the answer to the poisoning—if you haven't already figured it out. (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

4A **Sight Words** /out, with, rain/
Tutor/Learners—[Read Chapter 4 again, Learners follow silently; Learners then read aloud with you (echo reading). Point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **He is out in the rain.**]

Pattern 1 /-it/
Tutor/Learners — (Learners find the word card for **it** and read it aloud.) [Teach pattern **-it** as above (**bit, sit**)]

Phonics /r/
Tutor- [Have Learners get word card for **rain.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Chapter 4

Unit 4A

"I can win **this one,**" I **say to myself.** With that, I get on **my** hat and **go** out **into** the rain.

/out, with, rain/

40

4B Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Now for the conclusion! You try reading it to me. Begin here with **all.** (Learners read)

Sight Words /all, no, time, got, as/
Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **It rains all the time. I had no time.]**

Pattern 1 /-all/
Tutor—Teach the words in the **-all** pattern as in **all.** (Learners get word card for **all** and read it.) If this word is **all,** what is this word? (**ball, call, fall**) [As you speak, write the word. Wait for response after each word.

Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

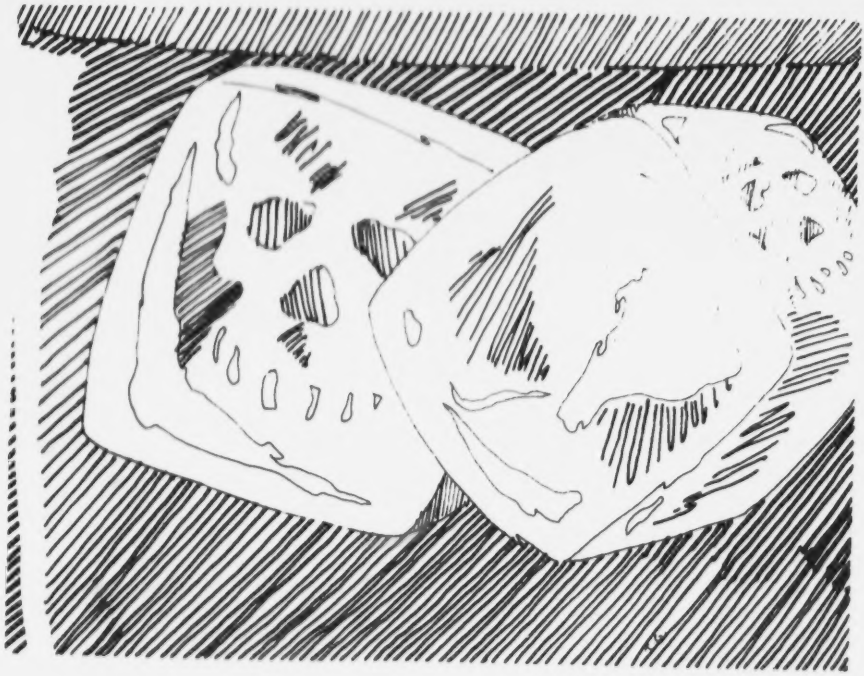
Have Learners write pattern and patterned words in their notebooks.]

Phonics /g/
Tutor- [Have Learners get word card for **got;** ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]



Unit 4 B

All the poison was in the ice. Mrs. **Lake drank quickly so** the ice had no time **to melt.** Mr.**Lake** got the poison in his **drink** as the ice **melted.**

/all, no, time, got, as/

Notes

THE POISON PUZZLE

Chapter 1

My name is Mack and I am a **police detective. Right now I'm hot** on a **case that sure has me puzzled.**

It is a **terrible night to be outdoors. The wind** is **howling** and a **cold rain blows against** the car **window.** The **rain makes** a **rap-a-tap** sound **when** it **hits** the car **roof. My** car **digs into** the **two ruts in** the road **up to its hub caps.** The road **juts up to** the **bottom of my** car and **almost stops** it.

Who but a **detective would come up this** road on a **night like this? But** I **have** a **good reason.** I **look** at the **map that will lead me to** the **house up ahead. Mr. Lake, who owned** the **house,** was **dead.** The **lab had** found **poison in his stomach.**

Chapter 2

I **pull** up **between two trees, cut off my engine** and **sit** in the car, **thinking. I go over** in **my mind** what I **know about** the **case.**

The **night** the man **died,** he and **his wife** had friends in **for** the **evening.** They **all** sat **around talking. Soon** after the friends went **home,** the man **became ill,** and he **died** before **morning.**

The man's **wife** was the **big suspect** in **this case.** Mr. **Lake** had a **big life insurance policy. When** he **died, his wife** would **get** the **money.** She had **mixed his drinks all evening.** The friends at the **party** said they had **watched her make** the **drinks. Everyone ate** the **snacks** but **only** Mr. and Mrs. **Lake drank, so** the poison had **to be** in the **drinks.**

Chapter 3

The friends **noticed** that Mrs. **Lake** would **drink** up **as soon as** she **poured** the **drinks.** Mr. **Lake** talked a **great deal** and **still** had **most of** his **drink** a **half hour later.** When he **finished, Mrs. Lake** would **put more ice** and **more to drink** in **both glasses,** but hers **would** be **gone again** in a **few minutes.**

But Mrs. **Lake drank more than** Mr. **Lake** did. If the poison was in the **drinks,** why **wasn't** she **dead too?** How could I **prove** that she was **guilty of murder** and win the **case?**

All at **once** I **have** an **idea.**

Of course! Why **hadn't** I **thought of** that before? **That's** it—it was in the **drinks.** That woman is **guilty** up **to** her **ears!**

Chapter 4

"I can win **this one,**" I **say to myself.** With that, I get on **my** hat and **go** out **into** the rain.

All the poison was in the ice. Mrs. **Lake drank quickly so** the ice had no time **to melt.** Mr.**Lake** got the poison in his **drink** as the ice **melted.**

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] There are six questions that a detective must answer when he is working on a case. They are: who, what, where, when, why and how. Can you answer these questions from what you have learned in "Mystery Story?" [Discuss each "W," making sure the word is read and understood, teaching **where** as a sight word. Accept any answer that indicates that the questions are understood by the Learner.]

Tutor—Who is the story about? (Mr. and Mrs. Lake, Mack, the detective)

Tutor—What is the story about? (A murder, a poisoning)

Tutor—Where did the story take place? (At the Lakes' home)

Tutor—Why was Mr. Lake murdered? (To get his life insurance)

Tutor—How was the murder done? (Poison in the ice)

Tutor—Learning to ask yourself these five "W and H" questions will help you learn and remember more as you read all kinds of things, both in and out of your lessons. Read this story with me. I'll read it first, then you read with me. You read the words you know, and I'll read the others. Look for the answers to "who, what, when, where, why and how."

Sight Words /where, police, money, neighbor, main/
Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud. Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **The police had the money. A neighbor on Main Street.**]

End of Lesson Assisted Reading
(1) Read lesson to Learners
(2) Read lesson with Learners [echo reading]
(3) Read lesson with Learners [shared reading]

End of Lesson Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 5
The 5 W's and H

who
what
where
when
why
how

"**Mary** Hall was **robbed** at her **home, 234** Main **Street, last night while** she **slept. Rings** and **earrings valued** at **$5,000 were taken from** her **bedroom.** A man who did **yard work** for Hall, Sid **Pack**, was **picked** up at his **home by** police. A neighbor **of Pack's told** police, 'Sid was in a **lot of** money **trouble**. He **owed everybody**.'"

/where, police, money, neighbor, main/

Unit 6

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic.] This is a story about an animal that nobody likes! [Discuss picture. Title. Do they know where and what Norway is. (Norway is a country in northern Europe—use a map—Norway rats were thought to come from there.)] (Discuss) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

6A **Sight Words** /stop, to, are, run, like, by, free, way, down/
Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I like his car.**]

Pattern 1 /-un/
Tutor—[Teach words in the **-un** pattern as in **run.**] (Learners get word card for **run** and read it.) If this word is **run,** what is this word? (**bun, fun**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-op/
Learners—(Find the word card for **stop** and read it aloud.)

Tutor—[Teach pattern **-op** as above (**top, cop**).]

Phonics /d/
Tutor- [Have Learners get word card for **down.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

Norway Rat

Chapter 1

Unit 6A

Rats are found **everywhere** in the **world**. And **nobody** likes **them**!

The rat **once** got a free **ride** to **everywhere** by **ship**. It **would** run down the **ropes** when the **ship docked. Once** it got on **shore, there** was no way to stop it. It was free to go **anywhere.**

/stop, to, are, run, like, by, free, way, down/

6B Sight Words /from, sick/
Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each sight word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I am sick. I run from rats.**]

Pattern /-ick/

Tutor—[Teach words in the **-ick** pattern as in **sick.**] Get your word card for **sick** and read it. If this word is **sick** what is this word? (**lick, tick**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Phonics /n/
Tutor- [Have Learners get word card for **no**. Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; or (3) see additional "Suggested Activities" at end of text.]

Unit 6B

Rats can **spread sickness. Once**, in **Italy, fleas** from sick rats bit people and **made them** sick. **Whole towns were wiped** out.

52

/from, sick/

Unit 7

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In this part of the story, we'll learn some interesting facts about rats. We'll learn how they're able to get water when they're thirsty. (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /them, get, keep, could, of, does, not, has, for, leg/

Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I could not keep them. Could I run free?**]

Pattern 1 /-et/

Tutor—[Teach words in the **-et** pattern as in **get.**] Get your word card for **get** and read it. If this word is **get**, what is this word? (**let, bet**)

[As you speak, write the word. Wait for Learners' response after each word.

Have Learners suggest new words. Discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-eg/

(Learners get the word card for leg and read it aloud.) [Teach pattern **-eg** as above. (**beg, keg**)

Chapter 2

Unit 7

The **Norway** rat's **teeth** are **so tough** it can cut a **water pipe** with them.Just **one** cut, and it can get **some water.** Its **teeth** are **amazing.** They keep **growing.** They **never** stop. If the rat did not **wear** them down, they could **grow** to be **seven inches long** in a **one year.**

Phonics 1 /j/

Tutor—[Have Learners get word card for **just.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Phonics 2 /k/

Tutor—[Have Learners get word card for **keep.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

End of Chapter Assisted Reading

(1) Read chapter to Learners (2) Read chapter with Learners [echo reading] (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The **Norway** rat does not **give** up **easily.** Just as all **animals will**, it **will fight** for **its babies.** It **will fight** to get out of a **trap. Its** legs are **strong.** It can **jump four feet into** the **air** if it has to.

/them, get, keep, could, of, does, not, has, for, leg/

Unit 8

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In this part of the story we'll find out why there are so many rats! We'll learn, too, about the damage they can do. What are some of the bad things rats do that makes us dislike them so much? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently]

Sight Words /one, year, people, most, of, live, city, egg, eat, anything, vegetable/

Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I live in the city. He likes eggs and vegetables.**]

Pattern /-ing/

Tutor—Find your word card for **anything.** That word is really two words in one. We call it a "compound" word and we use many of them: **everything, evermore, somewhere** are examples of compound words. **Anything** is made up of **any** and **thing.** Make a word card for **thing**.

Get your word card for **thing** and read it. If this word is **thing** what is this word? (**ring, sing**)

[As you speak, write the word. Wait for Learners' response. Have Learners suggest new words. Discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Chapter 3

Unit 8

A rat can have **twenty babies** at one time and have **twelve litters** of **babies** in one year. If they all lived, one **pair** of rats could **produce 40 thousand** rats in one year. But **owls, hawks, weasels,** and people kill most of them.

53

Phonics 1 /c/

Tutor- [Have Learners get word card for word: **city;** ask for name of first letter; then sound of first letter in the word. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound.] When *c* is followed in a word by an *i* as in *city* or an *e* as in *cent* it is pronounced like /sss/. When it's followed by an *a* as in cake or *u* as in *cut* or a *o* as in *cotton* it's pronounced like /kkk/.]

Phonics 2 /v/

Tutor—[Have Learners get word card for **vegetable;** ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonants.

End of Chapter Assisted Reading

(1) Read chapter to Learners (2) Read chapter with Learners [echo reading] (3) Read chapter with Learners [shared reading]

End of Chapter Activities

Have Learners (1) make word cards for words in pattern [listed on card in back of text]; (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.

Most rats live in the city, but **farms** have rats, **too. More than once, a rat has been seen** to **steal** a **hen's** egg and **roll** it **along** with **its nose.** But **stealing** eggs is not the **worst** thing they **do.** They **will** eat **almost** anything. They **destroy** vegetable and **grain crops** in **fields.** They eat **millions** of **tons** of **stored grain every** year, **too.**

/one, year, people, most, of, live, city, egg, eat, anything, vegetable/

Unit 9

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Even though it's not easy, there are some ways to get rid of rats, and now we're going to read about them. What are some ways you can think of? (Discussion) Tutor—[Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /very, homes, tight, try, smart, there, would, find, will/

Tutor/Learners—[Read sentences, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Will I find a home? He is very smart.**]

Pattern /-ight/

Tutor—[Teach words in the **-ight** pattern as in **tight.**] Get your word card for **tight** and read it. If this word is **tight,** what is this word? (**might, sight**)

[As you speak, write the word. Wait for Learners' response after each word.

Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Chapter 4

Unit 9

It's not very **easy** to get rid of rats in **our** homes, but we can try. If we **put trash** in cans with tight lids and **put food** where rats **cannot** get it, there would be **fewer** rats. Cats are **important** in the **world-wide** fight **against** rats. Poison and **traps** are **also important** in the fight.

Phonics 1 /h/
Tutor—[Have Learners get word card for **homes.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Phonics 1 /w/
Tutor—[Have Learners get word card for **would.** Check for phonics knowledge as above.]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

But no **matter** what people **do** to get rid of them, the rats will **probably always** be smart **enough** to find **food somewhere!**

/very, homes, tight, try, smart, there, would, find, will/

Norway Rat

Chapter 1

Rats are found **everywhere** in the **world**. And **nobody** likes **them**!

The rat **once** got a free **ride** to **everywhere** by **ship**. It **would** run down the **ropes** when the **ship docked. Once** it got on **shore, there** was no way to stop it. It was free to go **anywhere.**

Rats can **spread sickness. Once**, in **Italy, fleas** from sick rats bit people and **made them** sick. **Whole towns were wiped** out.

Chapter 2

The **Norway** rat's **teeth** are **so tough** it can cut a **water pipe** with them. Just **one** cut, and it can get **some water.** Its **teeth** are **amazing.** They keep **growing.** They **never** stop. If the rat did not **wear** them down, they could **grow** to be **seven inches long** in a **one year.**

The **Norway** rat does not **give** up **easily**. Just as all **animals will**, it **will fight** for **its babies.** It **will fight** to get out of a **trap. Its** legs are **strong.** It can **jump four feet into** the **air** if it has to.

Chapter 3

A rat can have **twenty babies** at one time and have **twelve litters** of **babies** in one year. If they all lived, one **pair** of rats could **produce 40 thousand** rats in one year. But **owls, hawks, weasels,** and people kill most of them.

Most rats live in the city, but **farms** have rats, **too. More than once, a rat has been seen** to **steal** a **hen's** egg and **roll** it **along** with **its nose.** But **stealing** eggs is not the **worst** thing they **do.** They **will** eat **almost** anything. They **destroy** vegetable and **grain crops** in **fields.** They eat **millions** of **tons** of **stored grain every** year, **too.**

Chapter 4

It's not very **easy** to get rid of rats in **our** homes, but we can try. If we **put trash** in cans with tight lids and **put food** where rats **cannot** get it, there would be **fewer** rats. Cats are **important** in the **world-wide** fight **against** rats. Poison and **traps** are **also important** in the fight.

But no **matter** what people **do** to get rid of them, the rats will **probably always** be smart **enough** to find **food somewhere!**

Unit 10

Setting the Context
Tutor/Learners—(Introduce/ask about/discuss the topic/read previous unit.] In "The Poison Puzzle" we see the words **Mack's car** and **man's wife. Mack** and **man** have an apostrophe before the letter s. An apostrophe tells us that the car belongs to **Mack.** The apostrophe after **man** in the story tells us that the woman is the man's wife, not a friend's wife. (Discussion) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Pattern /possessive = belonging to/
In the "Norway Rat" we read **rat's teeth.** When we see the apostrophe, we know that the **teeth** belong to the rat.
Write these words (**Bobs dog**), and put the apostrophe where you think it goes.

Learners—(Write) [Check the writing]

Tutor—**The womans poison.** Where does the apostrophe go in these words?

Learners—(Write) [Check the writing]

Tutor—**Marys car.**

Learners—(Write) [Check the writing]

Learners—(Write) [Check the writing]

Tutor—[If the concept of the apostrophe or "belonging to" is understood, go on with the lesson. If it is not understood, give some examples using the Learners' names, possessions, and lesson activities. **(Jims lessons, Amys journal)** Then, go on with the lesson reading the following possessive pronouns.)

Sight Words /his, my, mine, her, hers, our, ours, your, yours, their, theirs/
Tutor—Sometimes a word is used to show possession. Sometimes the word for showing possession or belonging to changes, depending on whether or not the thing owned is mentioned. Read these sentences with me.

Tutor/Learners: [Read. Have Learners make word cards, mixing, matching to sentences, constructing own phrases.)

Phonics /y/
Tutor- [Have Learners get word card for **your.** Ask for name of first letter; then sound of first letter. Wait for Learner response. If the Learner doesn't know the consonant, tell him and have him repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

End of Lesson Assisted Reading
(1) Read chapter to Learners (2) Read chapter with Learners [echo reading] (3) Read chapter with Learners [shared reading]

End of Lesson Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 10

Apostrophes Or "Belonging To"

Bobs dog

the womans poison

Marys car

Sometimes a word is used to show possession. And sometimes the word for showing "belonging to" changes depending on whether or not the thing owned is mentioned:

It is her book. It is hers.

It is our book. It is ours.

It is your book. It is yours.

It is my book. It is mine.

It is his book. It is his.

It is their book. It is theirs.

/his, my, mine, her, hers, our, ours, your, yours, their, theirs/

Notes

Suggested Activities

1. Reread earlier chapters (units) of the current story.

2. Have Learner(s) circle all instances of a given letter or word in a newspaper article.

3. Make *Bingo* boards with word squares to match the word cards. Scatter word cards on the table face down. Turn up a card. If it matches a word square on a player's board, the player pronounces the words and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.

4. Have Learner(s) make new sentences or phrases with the word cards they have accumulated. Use blank cards for the words they need to make a complete sentence or phrase but have not studied yet. This practice points up the need for the function words such as: *and, but, the, while, after, before.* This will also expand their learning into less structured, yet needed areas of interest (job terms, family names, current interests).

5. Ask your Learner(s) to supply a *synonym* (a word the same as) or an *antonym* (a word the opposite of) for each of the words on the list or have your Learner(s) use the words in sentences.

6. Cut apart a comic strip. Have your Learner(s) reassemble the sections correctly or suggest what might be in the speech balloons. Go on a field trip with your Learner(s) related to *Read On! II* stories.

7. Read a news story. Answer the questions: Who, What, When, Where, Why and How.

8. Have Learner(s) do investigative work at the local library. Relate to *Read On! II* stories, e.g.,

   a. Learner(s) could search for other mystery stories, outer space stories.

   b. Find other books about music or musicians. Look for song books, or record albums with lyrics printed on back cover. (William Graves, *How to Teach Adults*, 1984)

9. *Writing Activities.* Encourage learners to write from the first lessons:
   a. Write Language Experience Story based on the discussion questions at the beginning of each chapter in *Read On! II*. Have learners write the letters they can in a word, using a dash for the letters they do not know. Write final version on charts. Hang charts on wall for free reading.
   b. Make lists of words relative to the same topic: medicine—doctor, pill, hospital, operation, insurance; kitchen—cook, pots, pans, stove. Draw charts of the words with the topic in a center circle and the words on lines reaching out from the circle's boundries. Group branching lines according to learners' judgments as to "most alike" vs "not quite alike."

Scope and Sequence Book 1

	Sight Words	Patterns	Phonics
Unit 1A	Mack and I am a on	ham dam jam ram Sam tam	m
Unit 1B	it the car road sound	car bar far jar tar star	s
Unit 1C	at was who but found	mat sat hat fat bat cat	f
Unit 2A	in he what up and	cup pup supper	p
Unit 2B	they friends went man before after poison be	fan ban can pan ran tan	

	Sight Words	Patterns	Phonics
Unit 2C	had Mr. Mrs. said	but cut nut	b
Unit 3A	that she talked his when hers in ice	he me we be	t l
Unit 3B	did if why how answer woman	in bid bin hid din kid fin lid kin rid pin sin tin	g
Unit 4A	out with rain	bit fit hit kit lit pit sit	r
Unit 4B	all no time got as	all ball call fall hall tall wall mall	

	Sight Words	Patterns	Phonics
Unit 5	where police money neighbor main		
Unit 6A	stop to are run like by free way down	run bun fun gun nun pun sun stop cop mop pop top chop	d
Unit 6B	from sick	sick Dick kick lick pick tick wick stick ticket	n

	Sight Words	Pattern	Phonics
Unit 7	them	bet	j
	get	jet	
	keep	let	k
	could	net	
	of	pet	
	does	set	
	not	wet	
	has		
	for	leg	
	leg	beg	
		keg	
		peg	
Unit 8	one	thing	c
	year	ring	
	people	sing	v
	most	wing	
	of	bring	
	live	fling	
	city	sting	
	egg		
	eat		
	anything		
	vegetable		
Unit 9	very	tight	h
	homes	light	
	try	might	w
	smart	night	
	there	right	
	would	sight	
	find	tight	
	will		
Unit 10	his ours		y
	my your		
	mine yours		
	her their		
	hers theirs		
	our		

Cut out word cards along dotted lines.

Unit 1A

Mack	ham
and	dam
I	jam
am	ram
a	Sam
on	tam

Unit 1B

it	car
the	bar
car	far
road	jar
sound	tar
	star

Unit 1C

at	mat
was	sat
who	hat
but	fat
found	bat
	cat

Unit 2A

in	cup
he	pup
what	supper
up	
and	

Cut out word cards along dotted lines.

Unit 2B

they
friends
went
man
before
after
poison
be

fan
ban
can
pan
ran
tan

Unit 2C

had
Mr.
Mrs.
said

but
cut
nut

Unit 3A

that
talked
his
when
hers
in
ice

she
he
me
we
be

Unit 3B

did
if
why
how
answer
woman

in
bin
din
fin
kin
pin
sin
tin

bid
hid
kid
lid
rid

Cut out word cards along dotted lines.

Unit 4A

out	bit
with	fit
rain	hit
	kit
	lit
	pit
	sit

Unit 4B

all	all
no	ball
time	call
got	fall
as	hall
	tall
	wall
	mall

Unit 5

where
police
money
neighbor
main

Unit 6A

stop	run	stop
to	bun	cop
are	fun	mop
run	gun	pop
like	nun	top
by	pun	chop
free	sun	
way		
down		

Cut out word cards along dotted lines.

Unit 6B

from
sick

sick
Dick
kick
lick
pick
tick
wick
stick
ticket

Unit 7

them
get
keep
could
of
does
not
has
for
leg

bet
jet
let
net
pet
set
wet

leg
beg
keg
peg

Unit 8

one
year
people
most
of
live
city
egg
eat
anything
vegetable

thing
ring
sing
wing
bring
fling
sting

Unit 9

very
homes
try
smart
there
would
find
will

tight
light
might
night
right
sight
tight

Unit 10

his
my
mine
her
hers
our
ours
your
yours
their
theirs

Workbook 1

Read On! II

Read On! II
A Sequential Reading Series
Workbook One

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Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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Directions for Use of Workbooks

These workbooks contain exercises which are integrated with the respective *Read On! II* textbook. Before asking learner(s) to work on their own in the workbook, review the directions for each activity or set of activities that you want them to do. Ask that the directions be given back to you in the learner's own words. You might work with the learner(s) on this at the beginning of each activity to be sure that the directions are understood.

If the workbook activities are given for independent work or home practice, be sure to review the work at the beginning the next lesson. Do not assign the work if it is too easy for the learner and thus would constitute "busy" work. The learner's time would be better spent in rereading the story or writing new material rather than in working on activities which do not give any real practice.

THE POISON PUZZLE
CHAPTER 1

Reread unit 1A in your textbook.
Use these words to finish the sentences.

Mack, am, a, on, is

My name i__ M_____ and I a____ ____ police detective. Right now I'm hot o____ ____ case that sure has me puzzled.

Put these letters in front of **am** to make words. Write the whole word. Say the word.

When you write use ɑ even though it is printed in books as a.

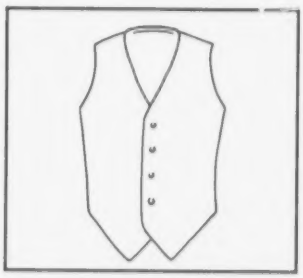
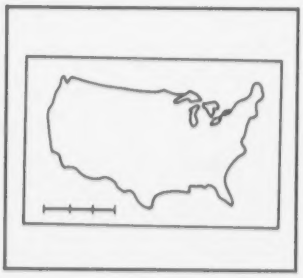
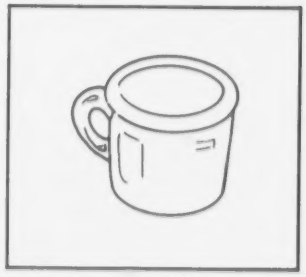
h, d, j, r, S, t, m

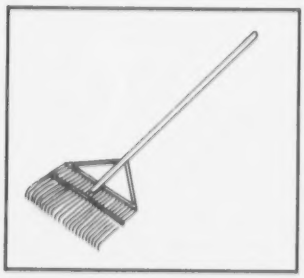
h am	ham	__ am	
__ am		__ am	
__ am		__ am	
__ am			

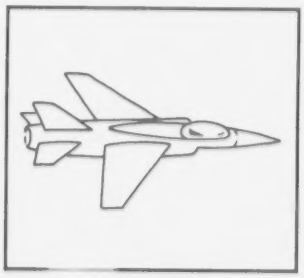
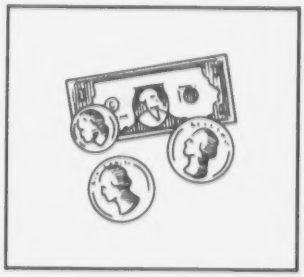
Write m.

m _____ M _____

Write **m** under the pictures that begin like **mat.**



Write a sentence using a sight word from the story which begins with **m.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Reread unit 1B in your textbook.
Use these words to finish the sentences.

and, is, a, the, car, it, road

It i__ a terrible night to be outdoors. The wind i__ howling a____ the cold rain blows against the c____ window. The rain makes __ rap-a-tap sound when i__ hits the c____ roof. My c____ digs into th__ two ruts in the r_____ up to its hub caps. The r_____ juts up to th__ bottom of my c____ and almost stops i__.

Put these letters in front of **ar** to make words. Write the whole word. Say the word.

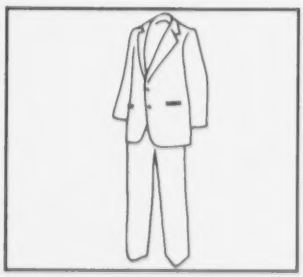
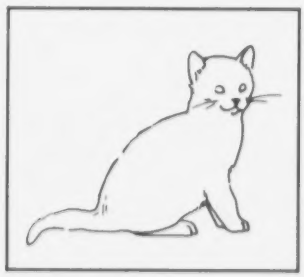
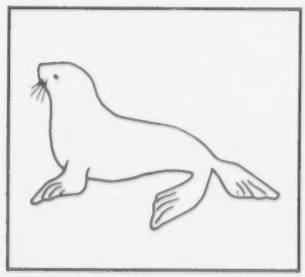
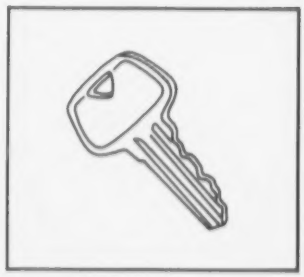
b, c, f, j, m, t, st

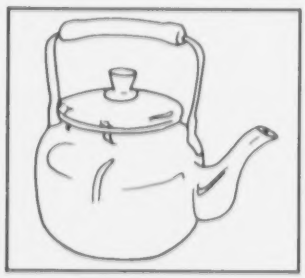
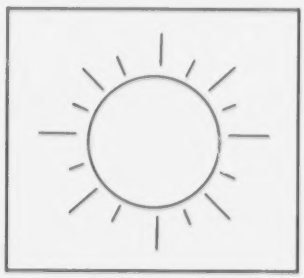
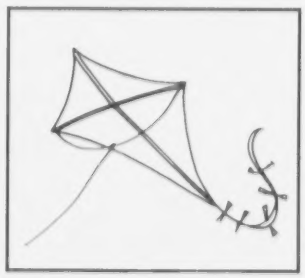
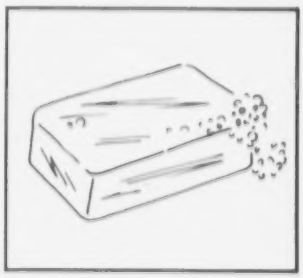
__ ar _____	__ ar _____
__ ar _____	__ ar _____
__ ar _____	__ ar _____
__ ar _____	

Write s.

s S

Write **s** under the pictures that begin like **sat.**

Write a sentence using a sight word from the story which begins with **s.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Reread unit 1C in your textbook.
Use these words to finish the sentences.

at, was, who, but, on, I

Who b____ a detective would come up this road o__ a night like this? But __ have a good reason. __ look a__ the map o__ my lap that will lead me to the house up ahead. Mr. Lake, w____ owned the house, w____ dead. The lab had found poison in his stomach.

Put these letters in front of **at** to make words. Write the whole word. Say the word.

m, r, s, h, f, b, c

_____	_____
__ at _____	__ at _____
_____	_____
__ at _____	__ at _____
__ at _____	_____
_____	__ at _____
__ at _____	

Look back at the story. Look for a sentence with each of the following groups of words in it. Write all of the sentence. Read the sentence.

1. I am a

2. on a case

3. Who but a

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

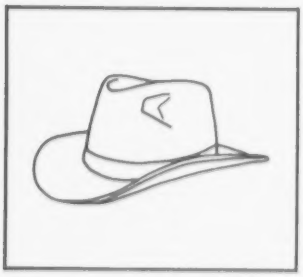
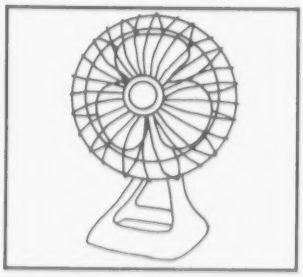
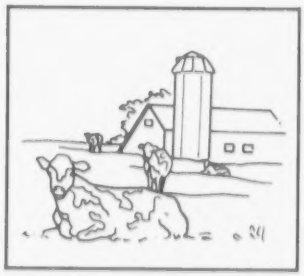
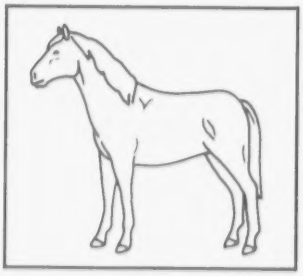
1. is Mack I am My name and a detective.

2. in his stomach. had found The lab poison

Write f.

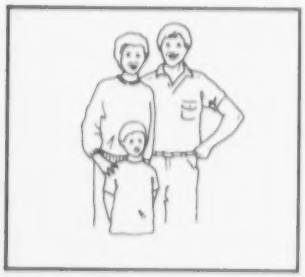
f _____ F _____

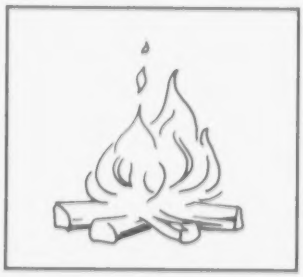
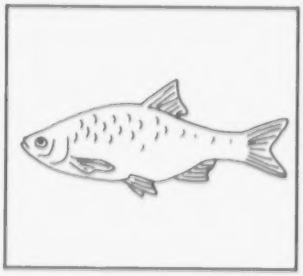
Write **f** under the pictures that begin like **fat.**

_____ _____ _____ _____

_____ _____ _____ _____



_____ _____ _____ _____

_____ _____ _____ _____

Write a sentence using a sight word from the story which begins with **f.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

_____

_____

_____

_____

CHAPTER 2

Reread unit 2A in your textbook.
Use these words to finish the sentences.

in, and, what, up

I pull u__ between two trees, cut off my engine

a____ sit i__ the car, thinking. I go over i__ my mind

w_____ I know about the case.

Put these letters in front of **up** or **upper** to make words. Write the whole word. Say the word.

c, p, s

__ up _____

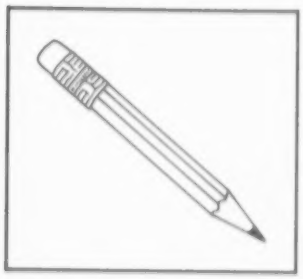
__ up _____

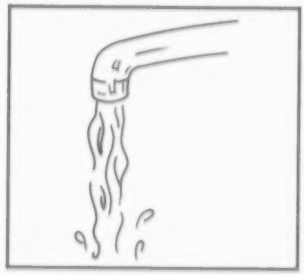
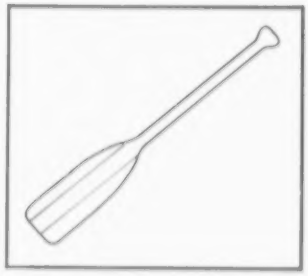
__ upper _____

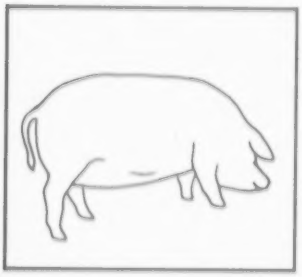
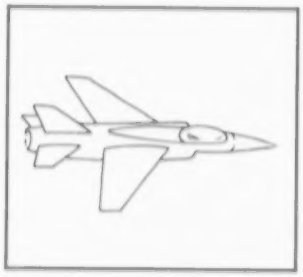
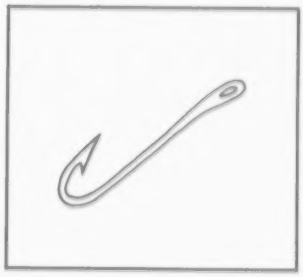
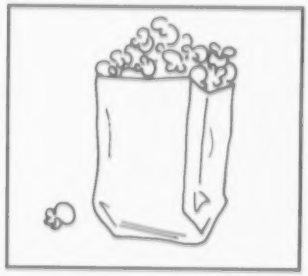
Write p.

p _____ P _____

Write **p** under the pictures that begin like **pup.**



Write a sentence using a sight word from the story which begins with **p.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Reread unit 2B in your textbook.
Use these words to finish the sentences.

man, all, he, friends, before, after, went

The night the m____ died, h__ and his wife had f_____ in for the evening. They a___ sat around talking. Soon a_____ the friends w_____ home, the m____ became ill, and he died b_____ morning.

Put these letters in front of **an** to make words. Write the whole word. Say the word.

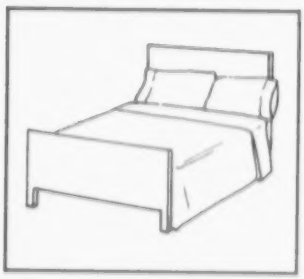
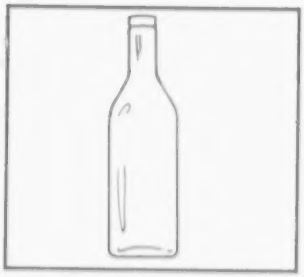
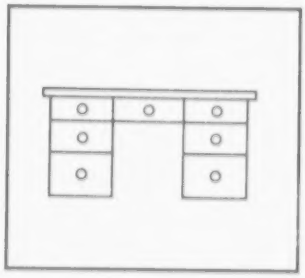
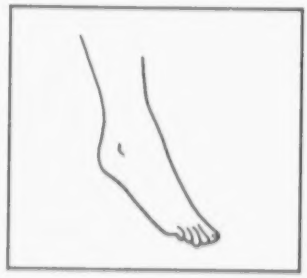
f, b, c, m, p, r, t

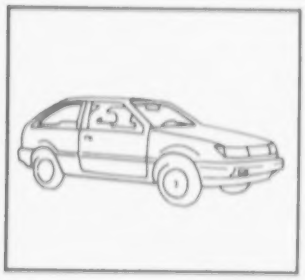
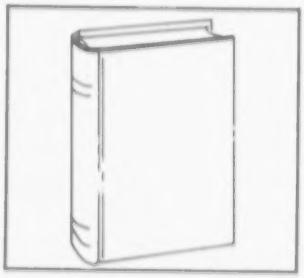
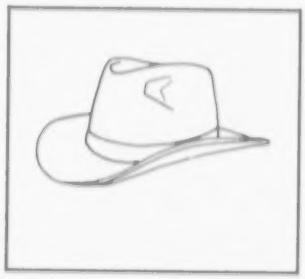
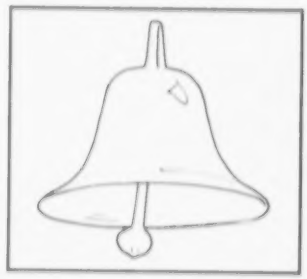
_____	_____
__ an _____	__ an _____
_____	_____
__ an _____	__ an _____
_____	_____
__ an _____	__ an _____
_____	
__ an _____	

Write b

b _____ B _____

Write **b** under the pictures that begin like **bat.**

Write a sentence using a sight word from the story which begins with **b.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Reread unit 2C in your textbook.
Use these words to finish the sentences.

friends, in, had, Mr., Mrs., poison, man's, said

The m_____ wife was the big suspect i__ this case. M____ Lake h____ a big life insurance policy. When he died, his wife would get the money. She h____ mixed his drinks all evening. The f_____ at the party s_____ they h____ watched her make the drinks. Everyone ate the snacks, but only M____ and M_____ Lake drank, so the p_____ had to be in the drinks.

Put these letters in front of **ut** to make words. Write the whole word. Say the word.

b, c, n, h, g, r

_____	_____
__ ut _____	__ ut _____
_____	_____
__ ut _____	__ ut _____
_____	_____
__ ut _____	__ ut _____

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. around sat They all talking.

2. his wife When the money. he died, would get

3. said they The friends make the drinks. had watched her at the party

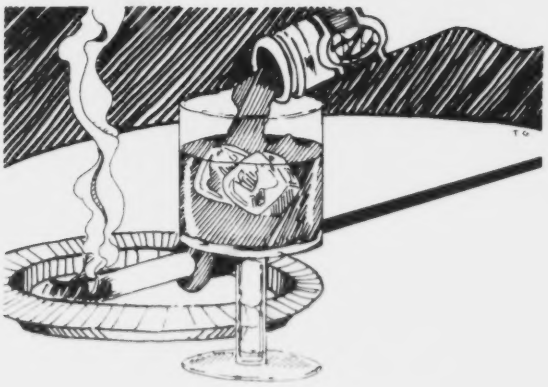
Look closely at the following words. In each word there is a pattern that you have already studied. Circle that pattern. Read the words. If you need help, ask your tutor. Write four sentences using these words.

camera	animal
syrup	puppy
candle	butter

Words rhyme when they sound the same at the end. Mat and rat rhyme. Car and hat do not rhyme.

Connect the words that rhyme. The first one is done for you.

CHAPTER 3



Reread unit 3A in your textbook.
Use these words to finish the sentences.

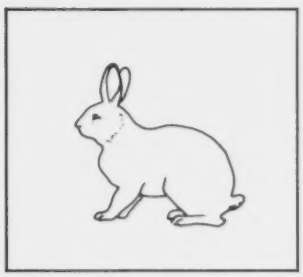
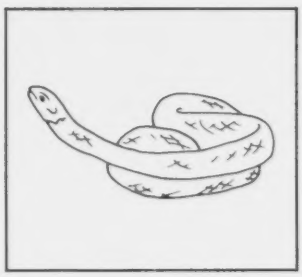
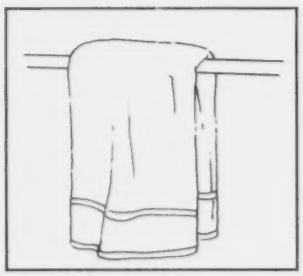
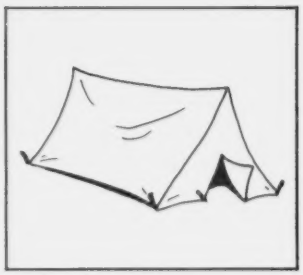
that, she, talked, his, hers, be, ice

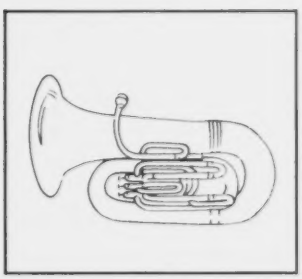
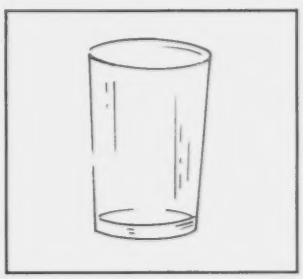
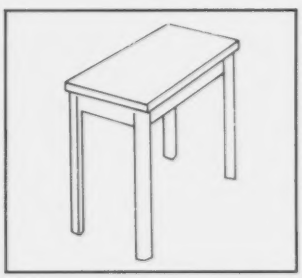
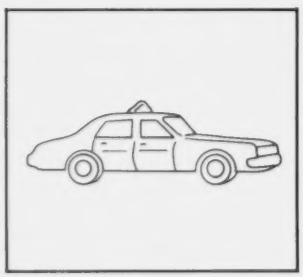
The friends noticed th____ Mrs. Lake would drink up as soon as sh__ poured the drinks. Mr. Lake t_____ a great deal and still had most of h____ drink a half hour later. When he finished, Mrs. Lake would put more i____ and more to drink in both glasses, but hers would b__ gone again in a few minutes.

Write t.

t _____ T _____

Write **t** under the pictures that begin like **tan.**

Write a sentence using a sight word from the story which begins with **t.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Put these letters in front of **e** to make words. Write the whole word. Say the word.

b, h, m, sh, w

	_____		_____
__ e	_____	__ e	_____
	_____		_____
__ e	_____	__ e	_____
	_____		
__ e	_____		

Put these letters in front of **in** to make words. Write the whole word. Say the word.

b, d, f, k, p, s, t,

	_____		_____
__ in	_____	__ in	_____
	_____		_____
__ in	_____	__ in	_____
	_____		_____
__ in	_____	__ in	_____
	_____		
__ in	_____		

Put these letters in front of **id** to make words. Write the whole word. Say the word.

b, d, h, k, l, r,

	_____		_____
__ id	_____	__ id	_____
	_____		_____
__ id	_____	__ id	_____
	_____		_____
__ id	_____	__ id	_____
	_____		
__ id	_____		

Reread unit 3B in your textbook. Use these words to finish the sentences.

if, her, had, did, why, how, answer, woman, that

But Mrs. Lake drank more than Mr. Lake d____.

I__ the poison was in the drinks, wh__ wasn't she dead too? How could I prove th____ she was guilty of murder and win the case?

All at once I h____ an idea.

"Of course! Wh__ hadn't I thought of th____ before? That's it—it was in the drinks. That w_____ is guilty up to h____ ears!"

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. she poured Mrs. Lake the drinks. would drink up as soon as

2. prove that of murder. How could I she was guilty

3. thought of that before? Why hadn't I

Write sentences using the words below, your word cards, and any other words you know. If you do not know how to spell a word, just write the letters that you do know and make dashes for the letters that you don't know. You will read the sentences to your tutor.

1. she talked

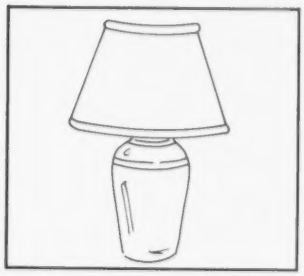
2. I did

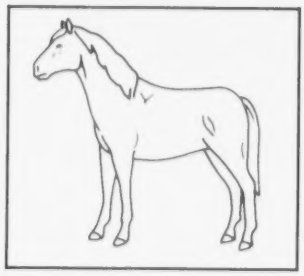
3. How is

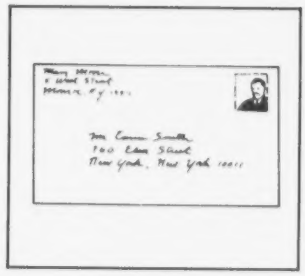
Write I.

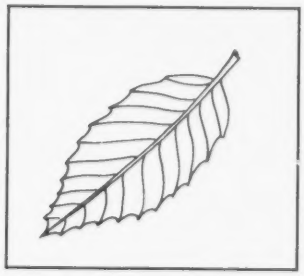
I _____ L _____

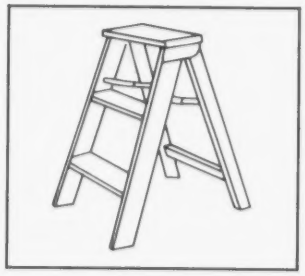
Write **I** under the pictures that begin like **lid.**

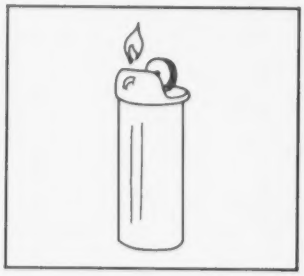












Write a sentence using a sight word from the story which begins with **I.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

CHAPTER 4

Reread unit 4A in your textbook.
Use these words to finish the sentences.

answer, out, rain, had

I h____ the a_____. I can win this one, I say to myself. With that I get my hat and go o____ into the r_____.

Put these letters in front of **all** to make words. Write the whole word. Say the word.

When you write use ɑ **even though it is printed in books as** a.

b, c, f, h, t, w, m

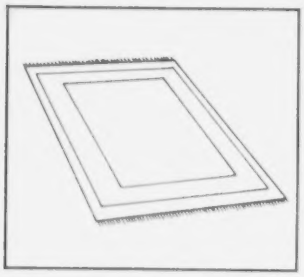
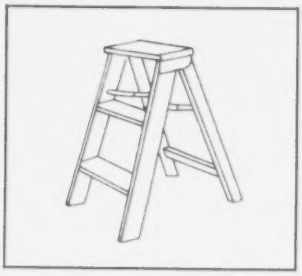
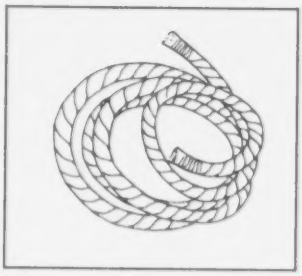
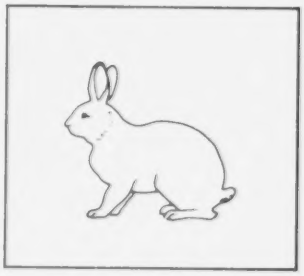
__ all _____	__ all _____
_____	_____
__ all _____	__ all _____
_____	_____
__ all _____	__ all _____
_____	
__ all _____	

Write r

_____ _____

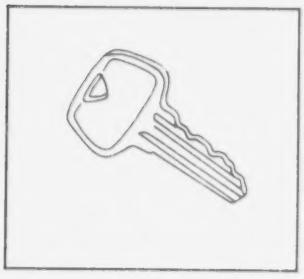
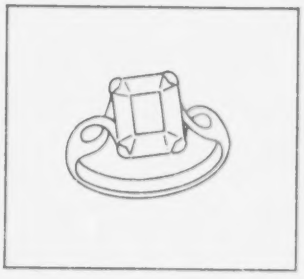
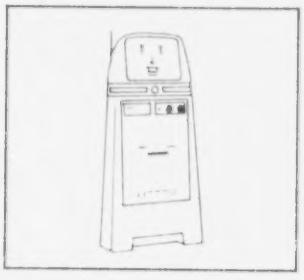
r _____ R _____

Write **r** under the pictures that begin like **rat.**

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Write a sentence using a sight word from the story which begins with **r.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

_____

_____

_____

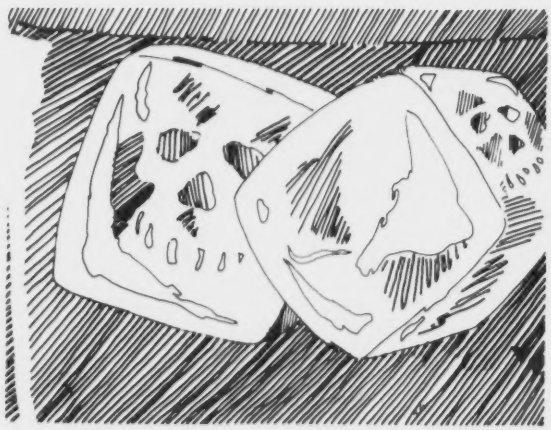
_____ _____

Put these letters in front of **it** to make words. Write the whole word. Say the word.

b, f, h, k, l, p, s

	_____		_____
__ it	_____	__ it	_____
	_____		_____
__ it	_____	__ it	_____
			_____
__ it	_____		
	_____	__ it	_____
__ it	_____		

Reread unit 4B in your textbook.
Use these words to finish the sentences.



got, time, poison, no

All the p_____ was in the ice. Mrs. Lake drank quickly so the ice had n__ t_____ to melt. Mr. Lake g____ the p_____ in his drink as the ice melted.

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. go out my hat into the rain. I get and

2. drank quickly to melt. Mrs. Lake had no time so the ice

Look back at the story. Find a sentence with each word or group of words. Write all of the sentence.

1. How could he

2. was the big

3. had friends in

Words rhyme when they sound the same at the end. Mat and rat rhyme. Car and hat do not rhyme.

Connect the words that rhyme. The first one is done for you.

Choose two words from these lists. Write a sentence for each word.

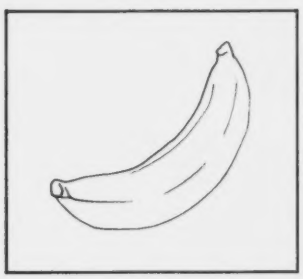
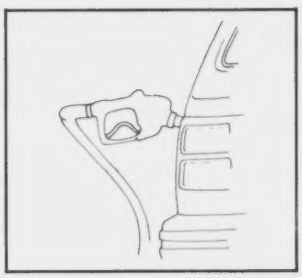
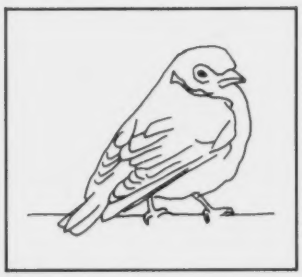
1. _____

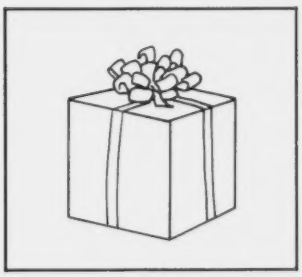
2. _____

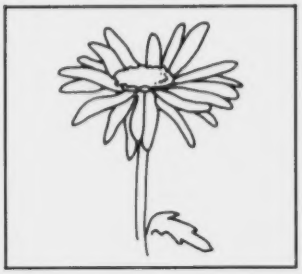
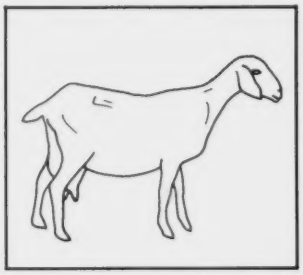
Write g

g _____ G _____

Write **g** under the pictures that begin like **gun.**



Write a sentence using a sight word from the story which begins with **g**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Look closely at the following words. In each word there is a pattern that you have already studied. Circle that pattern. Read the words. If you need help, ask your tutor. Put each word in a sentence.

fiddle	kitchen
hallway	sincerely
pity	clinic

UNIT 5

Reread unit 5 in your textbook. Use these words to finish the sentences.

police, money, neighbor, Main

Mary Hall was robbed at her home, 234 M_____ Street, last night. Rings and earrings valued at $5,000 were taken from her bedroom. Sid Pack, a man who did yard work for Hall was picked up at his home by p_____. A n_____ of Pack's told p_____, "Sid was in a lot of m_____ trouble. He owed everybody."

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. was robbed Mary Hall home last night. at her

2. money trouble. was in Sid a lot of

3. everybody. owed He

Reread the newspaper story in Unit 5 and answer the "who, what, where, why and how" questions below. Use the phrases below to answer the questions. Write the answers next to the questions.

a neighbor told them, he owed everybody, 234 Main Street, Mary Hall, at home, Sid Pack, rings and earrings

Who was robbed?

_____

_____

Where did she live?

_____

_____

What was taken?

_____

_____

Who was arrested?

_____

_____

Where was he arrested?

_____

_____

How did the police know Pack had money troubles?

Why did Sid need money?

Write sentences using the words below, your word cards and any other words you know. If you do not know how to spell a word, just write down the letters that you do know and make dashes for the letters that you don't know. You will read the sentences to your tutor.

1. the police

2. last night

CROSSWORD PUZZLE

To solve a crossword puzzle you start by finding the number of the clue. Read the clue. Look for the same number as the clue in the puzzle. Count the number of blank squares. That is how many letters there are in the word you are looking for. Look at the clue again. In this puzzle the first letter of the word is given to you. There is also a list of words to choose from. Choose the word. Write the word in the blank squares. When you have figured out some of the words it will be easier to figure out others because you will know more of the letters in the word. Have fun!

Using words from this list, solve the crossword puzzle. There are more words in the list than there are in the puzzle.

answer	nut	car	out	fan	poison
friends	police	how	rain	ice	talked
Main	tall	money	where	neighbor	woman
likes					

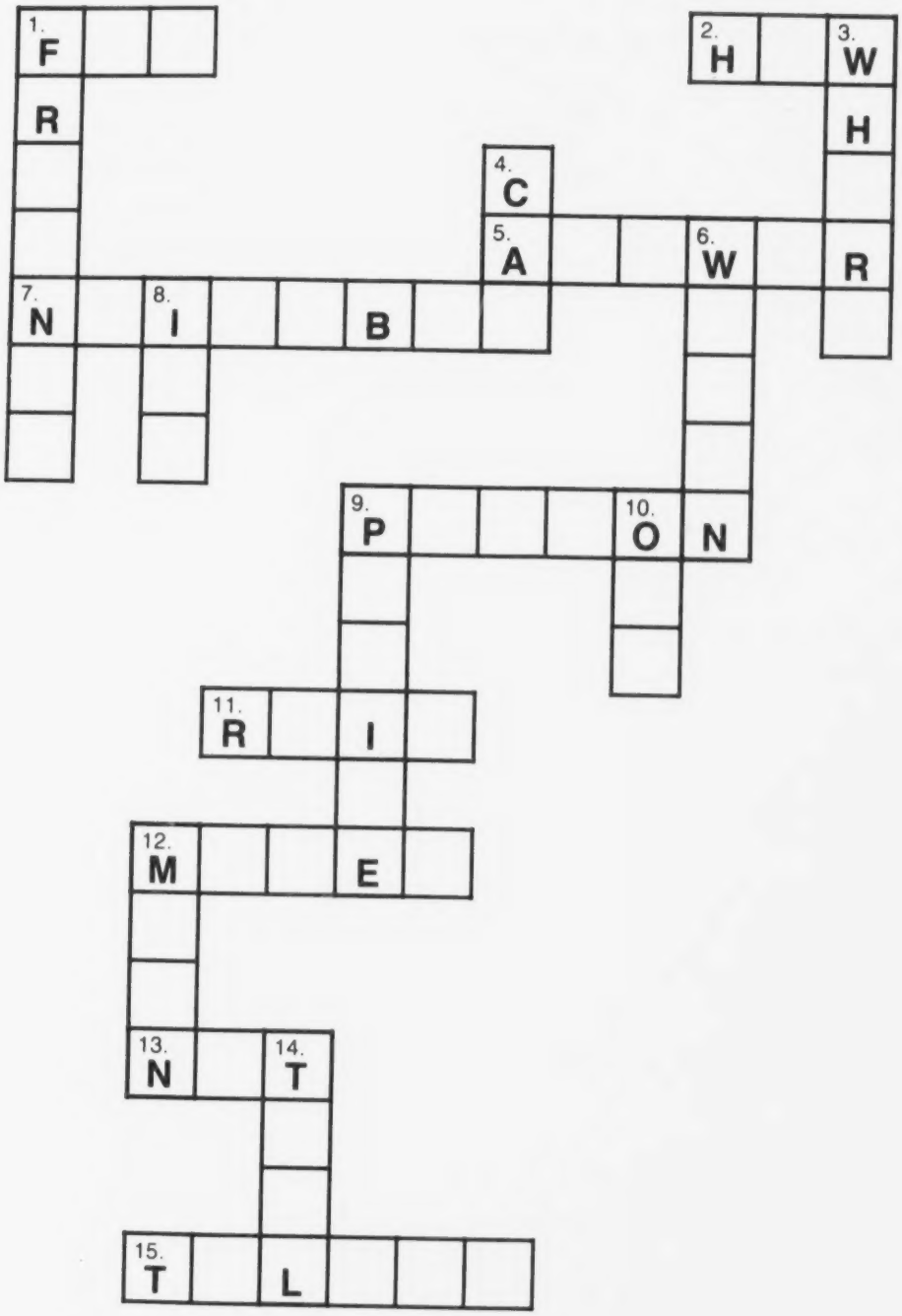
CLUES

ACROSS

1. The woman used her f____ to keep cool.
2. I know h____ to do that.
5. I had the a_____ to the question.
7. Your n_____ lives next door to you.
9. P_____ can kill you if you drink it.
11. He didnt know enough to come in out of the r____.
12. You need m_____ to buy things.
13. The squirrel had a n____ in its mouth.
15. He t_____ on the phone for hours.

DOWN

1. They know each other. They are fr_____.
3. Wh_____ is the money?
4. The c____ drove up the road.
6. Pat is not a man. She is a w_____.
8. You put i____ in your drink to keep it cold.
9. The p____ come when there has been a crime.
10. When I came in, the cat ran o____.
12. She lived on M_____ Street.
14. He is not short, he is t____.


1. F
R
2. H
3. W
H
4. C
5. A
6. W
R
7. N
8. I
B
9. P
10. O
N
11. R
I
12. M
E
13. N
14. T
15. T
L

NORWAY RAT

CHAPTER 1

Reread unit 6A in your textbook.
Use these words to finish the sentences.

stop, to, are, run, likes, by, free, way,

NORWAY RAT

Rats a____ found everywhere in the world. And nobody l_____ them!

The rat once got a f_____ ride t__ everywhere b__ ship. It would r____ down the ropes when the ship docked. Once it got on shore, there was no w____ to st____ it. It was fr____ to go anywhere.

Put these letters in front of **op** to make words. Write the whole word. Say the word.

c, h, m, p, t, st,

	_____		_____
__ op	_____	__ op	_____
	_____		_____
__ op	_____	__ op	_____
	_____		_____
__ op	_____	__ op	_____

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. run down when the ship docked. the ropes It would

_____

_____

_____

_____

2. in the world. everywhere Rats are found

_____

_____

_____

_____

3. anywhere. free to go It was

_____

_____

_____

_____

_____

_____

_____

Put these letters in front of **un** to make words. Write the whole word. Say the word.

b, f, g, n, p, r, s,

_____ _____

__ un _____ __ un _____

_____ _____

__ un _____ __ un _____

_____ _____

__ un _____ __ un _____

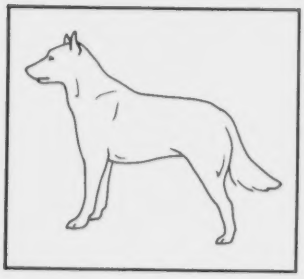
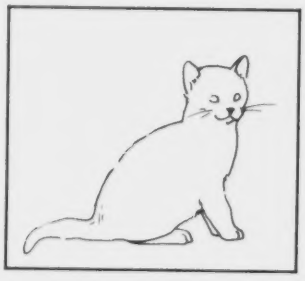
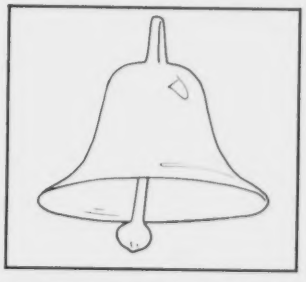
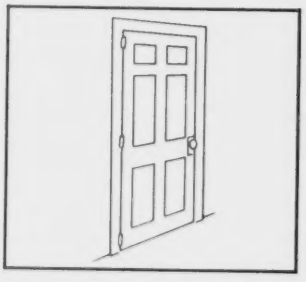
_____

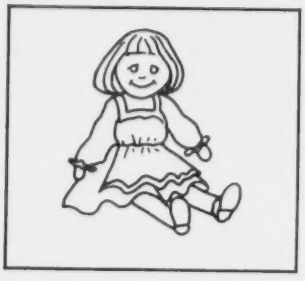
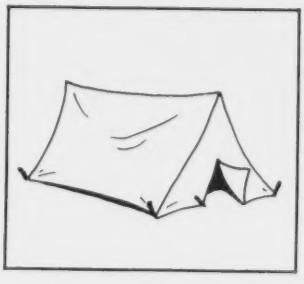
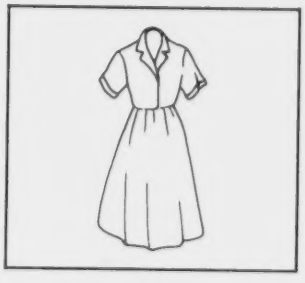
__ un _____

Write d

d _____ D _____

Write **d** under the pictures that begin like **did.**

Write a sentence using a sight word from the story which begins with **d**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Reread unit 6B in your textbook. Use these words to finish the sentences.

from, sick, in, out

Rats can spread sickness. Once, i__ Italy, fleas fr____ sick rats bit people and made them s_____. Whole towns were wiped o____.

Put these letters in front of **ick** to make words. Write the whole word. Say the word.

s, t, st, k, p, l, w

__ ick _____

__ ick _____

__ ick _____

__ ick _____

__ ick _____

__ ick _____

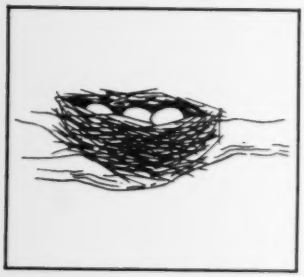
__ ick _____

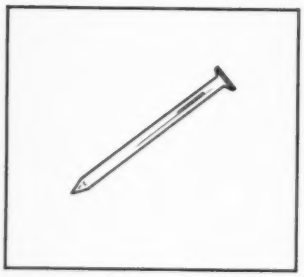
__ ick _____

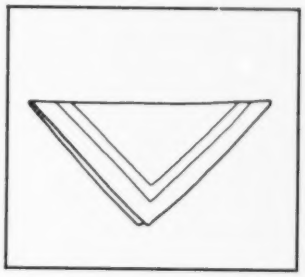
Write n

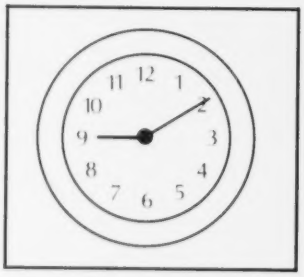
n _____ N _____

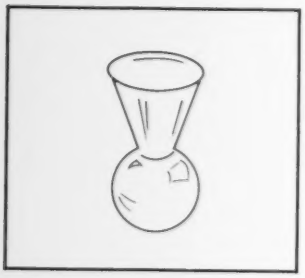
Write **n** under the pictures that begin like **nut.**

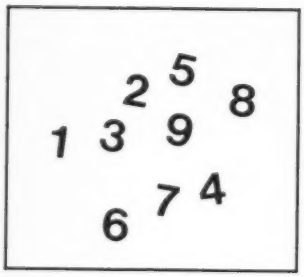


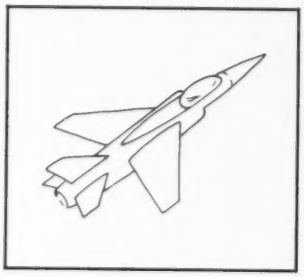












Write a sentence using a sight word from the story which begins with **n**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Using your word cards and any other words you might know, write sentences about what you do at home or at work. If you do not know how to spell a word, just write down the letters you do know and use dashes for the ones you don't know. You will read the story to your tutor.

CHAPTER 2

Reread unit 7 in your textbook.
Use these words to finish the sentences.

them, get, keep, could, for, has, not, does, legs, of, just

The Norway rat's teeth are so tough it can cut a water pipe with _____. _____ one cut and it can _____ some water. Its teeth are amazing. They _____ growing. They never stop. If the rat did _____ wear _____ down, they _____ grow to be seven inches long in one year.

The Norway rat _____ _____ give up easily. _____ as all animals will, it will fight _____ its babies. It will fight to _____ out ____ a trap. Its _____ are strong. It can jump four feet into the air if it _____ to.

Put these letters in front of **et** to make words. Write the whole word. Say the word.

b, g, j, l, n, p, s, w

__ et _____ __ et _____

__ et _____ __ et _____

__ et _____ __ et _____

__ et _____ __ et _____

Put these letters in front of **eg** to make words. Write the whole word. Say the word.

b, k, l, p, m

__ eg _____ __ eg _____

__ eg _____ __ eg _____

__ eg _____

Sometimes we can make new words by putting two words together. Put these words together to make new words. Write and say the new words.

set, in, to, on, can, not, up

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

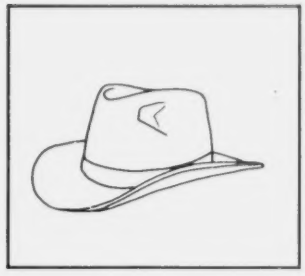
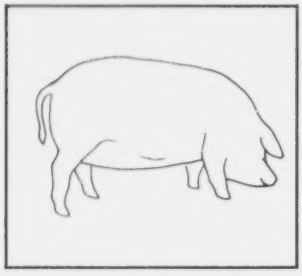
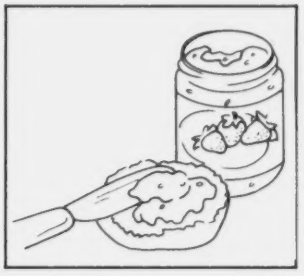
1. are Its teeth amazing.

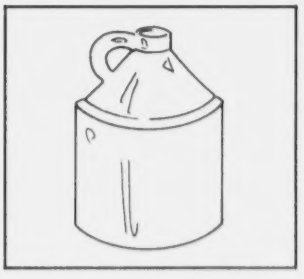
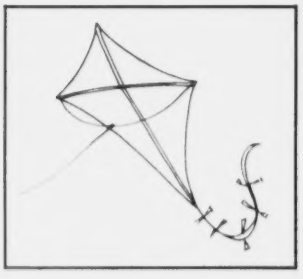
2. a trap. get out of fight to It will

Write j

j _____ J _____

Write **j** under the pictures that begin like **just.**

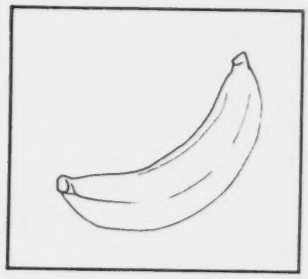



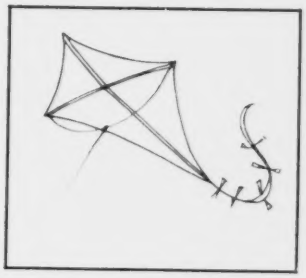
Write a sentence using a sight word from the story which begins with **j**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

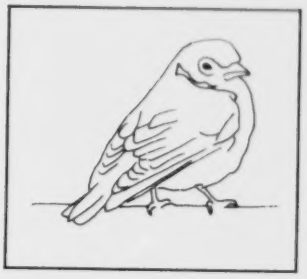
Write k

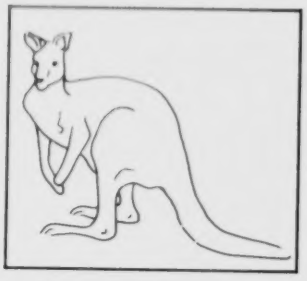
k _____ K _____

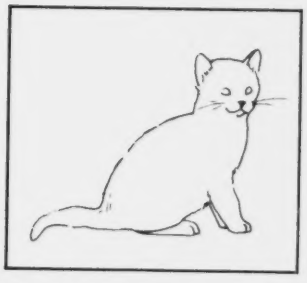
Write **k** under the pictures that begin like **keep**.

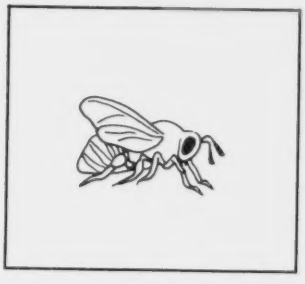


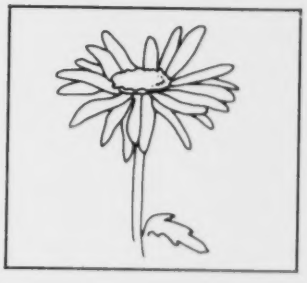


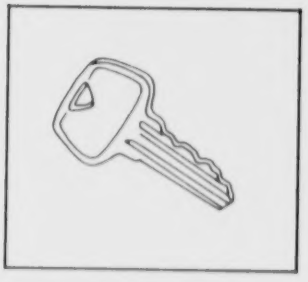












Write a sentence using a sight word from the story which begins with **k**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Look closely at the following words. In each word there is a pattern that you have already studied. Circle that pattern. Try to read the words. If you need help, ask your tutor. Write a sentence for each word.

shopping	pregnant
lettuce	copier
skillet	kitten

CHAPTER 3

Reread unit 8 in your textbook.
Use these words to finish the sentences.

people, one, most, year, have

A rat can _____ twenty babies at _____ time and have twelve litters of babies in one _____. If they all lived, _____ pair of rats could produce 40 thousand rats in _____ _____. But owls, hawks, weasels, and _____ kill _____ of them.

Reread unit 8 in your textbook.
Use these words to finish the sentences.

eat, live, eggs, city, thing, vegetable

Most rats _____ in the _____, but farms have rats, too. More than once a rat has been seen to steal a hen's egg and roll it along with its nose. But stealing _____ is not the worst _____ they do. They will _____ almost anything. They destroy _____ and grain crops in the fields. They _____ millions of tons of stored grain every year, too.

Put these letters in front of **ing** to make words. Write the whole word. Say the word.

r, s, w, p, st, br, th

	_____		_____
__ ing	_____	__ ing	_____
	_____		_____
__ ing	_____	__ ing	_____
__ ing	_____		_____
	_____	__ ing	_____
__ ing	_____		

Some **c** words begin with a sound like that in **city**. Some begin like the sound in **cut**. Put each of these words under the word that begins with the same sound.

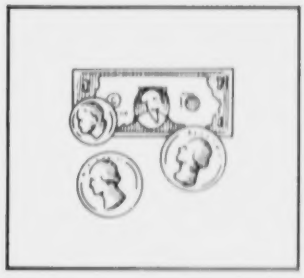
cigar, cost, can, cent, could, cider, cement, car

city	cut

Write c _____ _____

c _____ C _____

Write **c** under the pictures that begin like **city.**
Circle the pictures that begin with **c** like in **car** and write **cunder each one.**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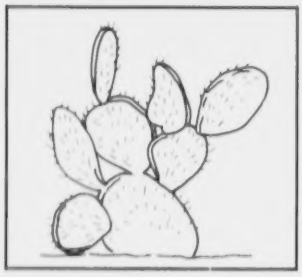
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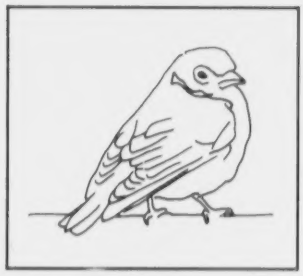
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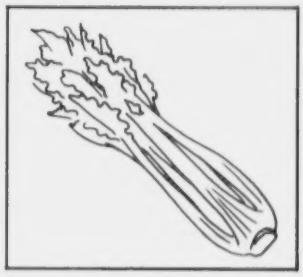
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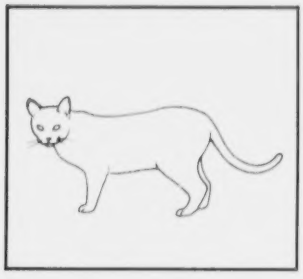
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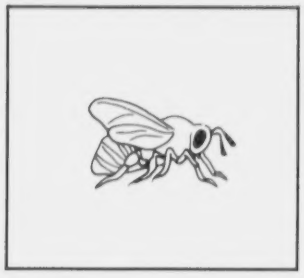
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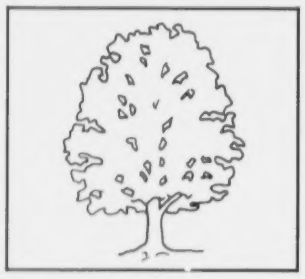

_____

Write a sentence using a sight word from the story which begins with **c**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

_____

_____

_____

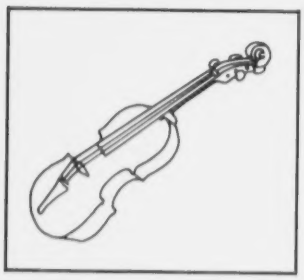
_____

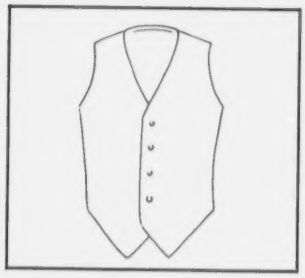
_____

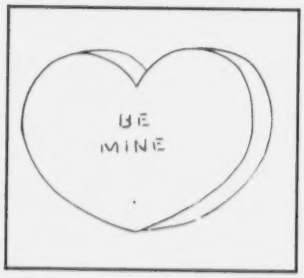
Write v

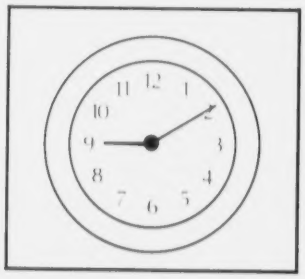
v _____ V _____

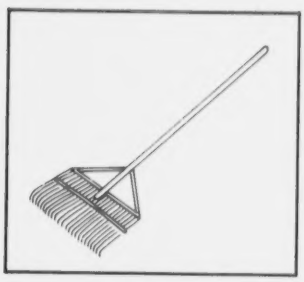
Write **v** under the pictures that begin like **vegetable.**

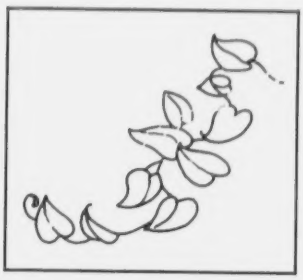


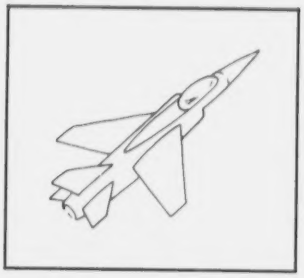


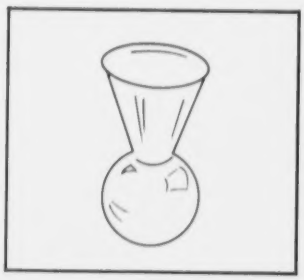












Write a sentence using a sight word from the story which begins with **v**. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Using your word cards and any other words you know, write about your pet or a friend's pet. If you can't spell a word, just write down the letters you do know and use dashes for the ones you don't know. You will read the story to your tutor.

CHAPTER 4

Reread unit 9 in your textbook.
Use these words to finish the sentences.

no, very, homes, tight, try, smart, there, would, find, will

It's not _____ easy to get rid of rats in our _____, but we can _____. If we put trash in cans with _____ lids and put food where rats cannot get it, _____ _____ be fewer rats. Cats are important to the world-wide fight against rats. Poison and traps are also important in the fight.

But ____ matter what people do to get rid of them, the rats _____ probably always be _____ enough to _____ food somewhere!

Put these letters in front of **ight** to make words. Write the whole word. Say the word.

f, l, m, n, r, s, t

__ight _____

__ight _____

__ight _____

__ight _____

__ight _____

__ight _____

__ight _____

Write a sentence using a sight word from the story which ends with **ight.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Unscramble these sentences. Remember that all sentences begin with a capital letter and end with a period (.), a question mark (?), or an exclamation point (!).

1. get rid of It's not in our homes. very easy to rats

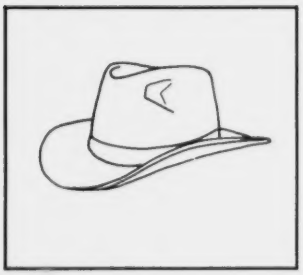
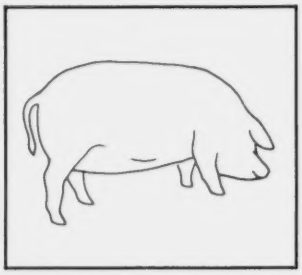
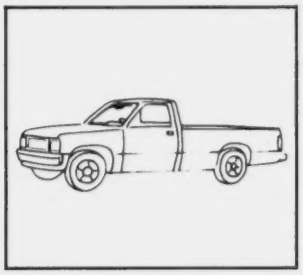
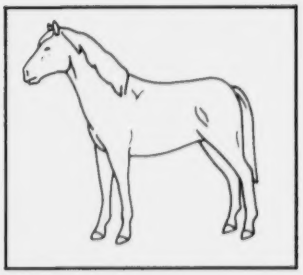
2. world-wide fight are important against rats. in the Cats

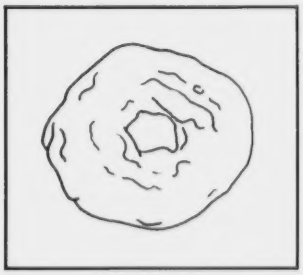
3. smart enough somewhere! Rats will always be probably to find food

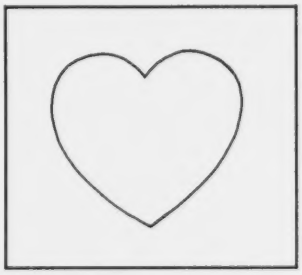
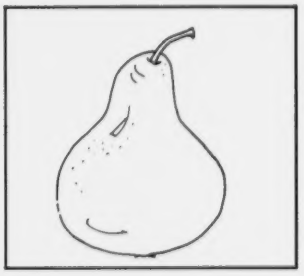
Write h

h _____ H _____

Write **h** under the pictures that begin like **help.**



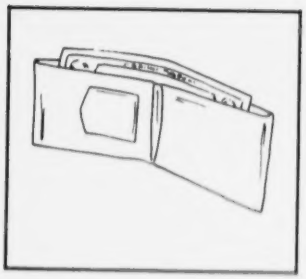



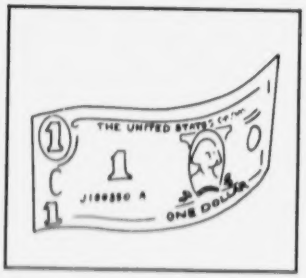
Write a sentence using a sight word from the story which begins with **h.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

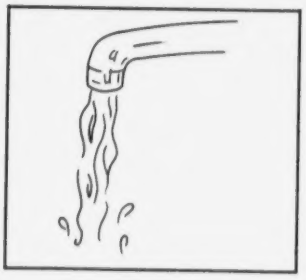
Write w

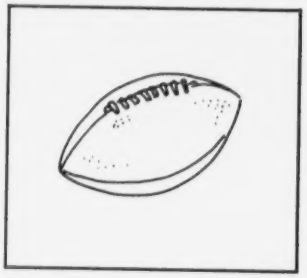
w _____ W _____

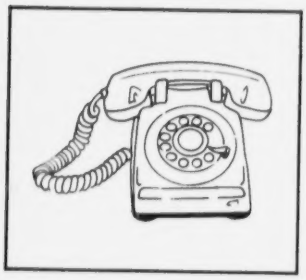
Write **w** under the pictures that begin like **work.**

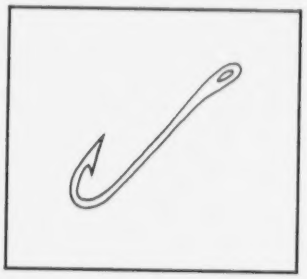


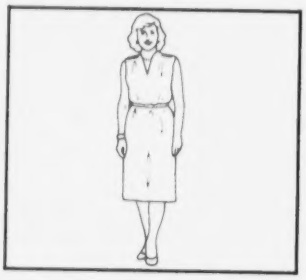












Write a sentence using a sight word from the story which begins with **w.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

Look closely at the following words. In each word there is a pattern that you have already studied. Circle that pattern. Try to read the words. If you need help, ask your tutor. Choose three of the words. Write a sentence for each word chosen.

hospital	brighten
operator	market
singer	pitcher

UNIT 10

Put an apostrophe where it belongs in each phrase. Write the phrase.

Karens work _____

Jims car _____

Kits hat _____

Use these words to finish the sentences.

mine, hers, ours, his, yours

It is his book. It is _____

It is my book. It is _____

It is your book. It is _____

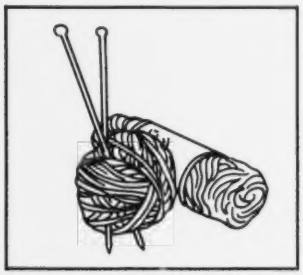
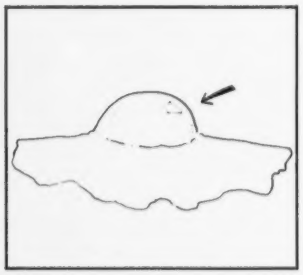
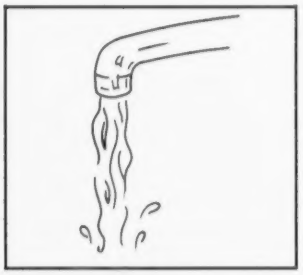
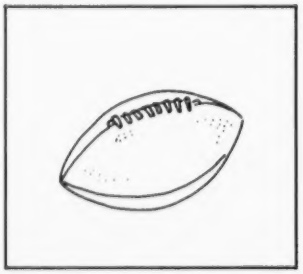
It is our book. It is _____

It is her book. It is _____

Write y

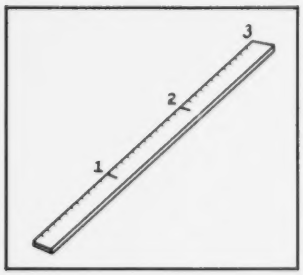
y _____ Y _____

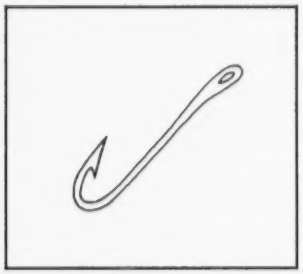
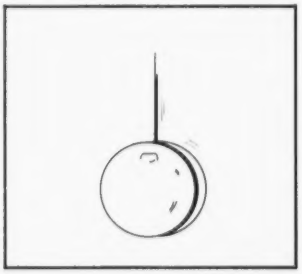
Write **y** under the pictures that begin like **your.**

_____ _____ _____ _____

_____ _____ _____ _____



_____ _____ _____ _____

_____ _____ _____ _____

Write a sentence using a sight word from the story which begins with **y.** If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

_____

_____

_____

_____

Using your word cards and any other words you might know, write sentences about a time that you enjoyed yourself. If you do not know how to spell a word, just write down the letters you do know and use dashes for the ones you don't know. You will read the story to your tutor.

CROSSWORD PUZZLE

To solve a crossword puzzle you start by finding the number of the clue. Read the clue. Look for the same number as the clue in the puzzle. Count the number of blank squares. That is how many letters there are in the word you are looking for. Look at the clue again. In this puzzle the first letter of the word is given to you. There is also a list of words to choose from. Choose the word. Write the word in the blank squares. When you have figured out some of the words it will be easier to figure out others because you will know more of the letters in the word. Have fun!

Using words from this list, solve the crossword puzzle. There are more words in the list than there are in the puzzle.

cannot	people	city	smart	free
sting	from	thing	homes	tight
keep	vegetables	legs	very	mine
would	most	year	night	yours

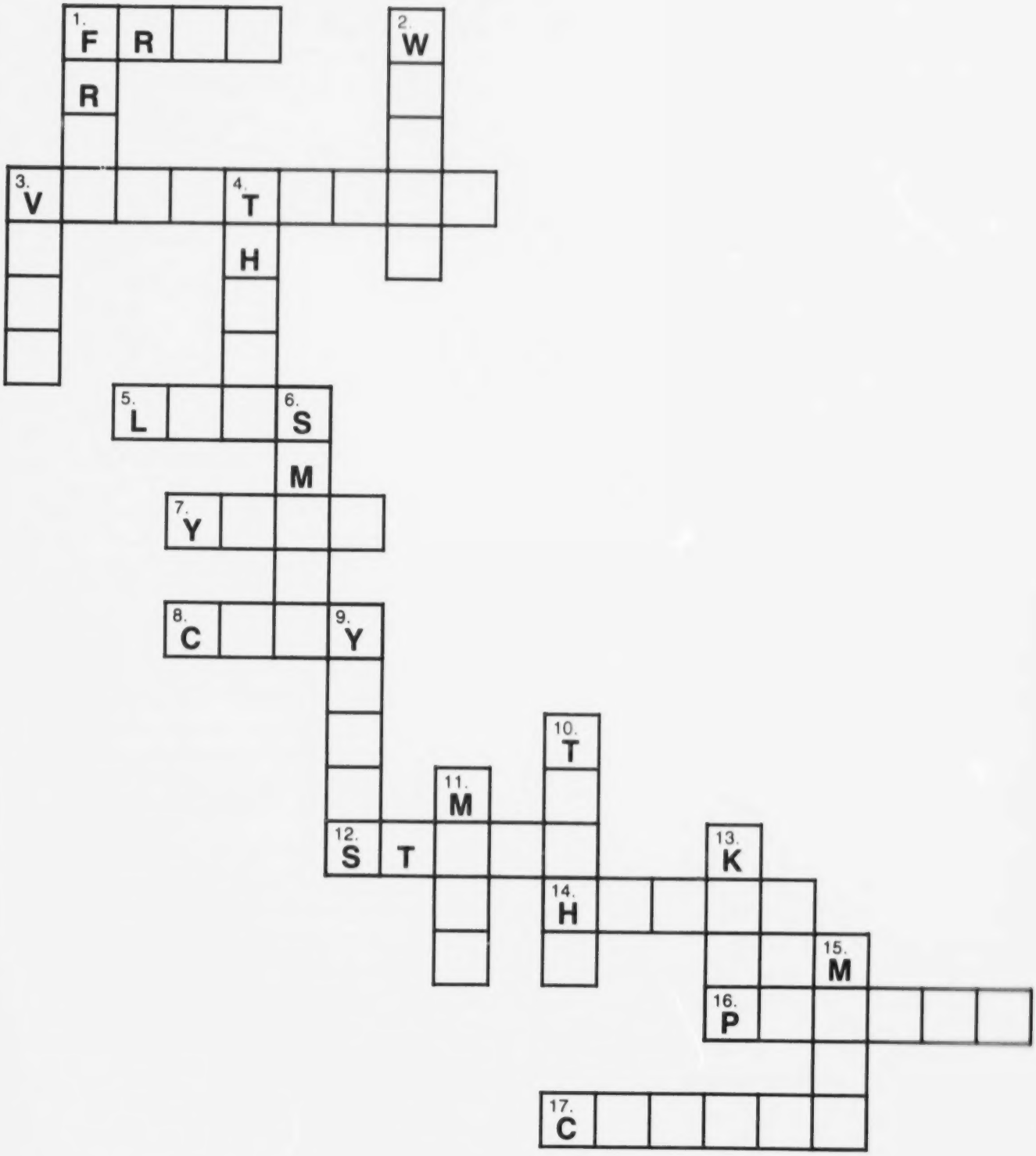
CLUES

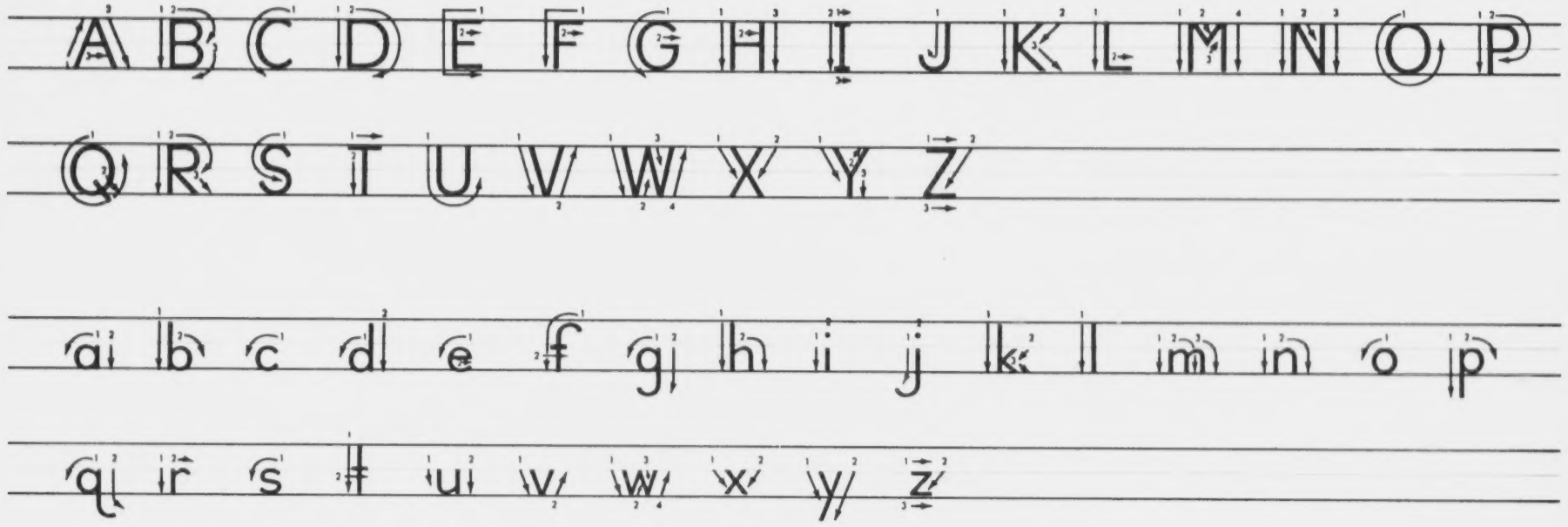
ACROSS

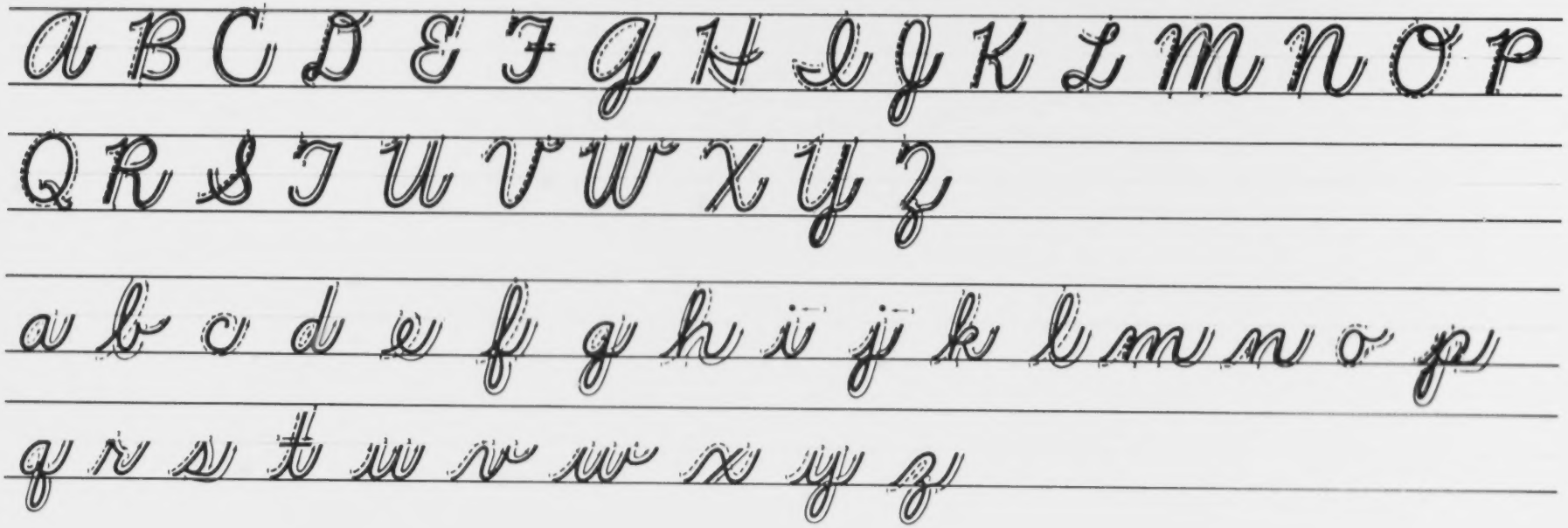
1. You can't get there fr____ here.
3. Squash, potatoes and spinach are all v_____.
5. A table usually has four l_____.
7. We have a birthday each y_____.
8. A c_____ is bigger than a town.
12. The bee gave me a very bad st_____.
14. People and their families live in h_____.
16. We aren't animals, we are p_____.
17. I c_____ go. I have to stay here.

DOWN

1. It doesn't cost any money. It is fr____.
2. I w_____ like to come, but I can't.
3. I am v_____ sorry, but she is not here.
4. When my hair gets wet, I can't do a th_____ with it.
6. He is not dumb. He is sm_____.
9. It is not mine, but y_____.
10. It is not loose, it is t_____.
11. It is not yours, but m_____.
13. You can't have it, I want to k_____ it.
15. I found a lot of eggs but she got the m_____.


1. F R
2. W
R
3. V
4. T
H
5. L
6. S
M
7. Y
8. C
9. Y
10. T
11. M
12. S T
13. K
14. H
15. M
16. P
17. C


A B C D E F G H I J K L M N O P
Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z



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